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ABSTRACT

The environment is a great concern in the 1990s, and everyone needs to work at maintaining our planet. The 1992 Arizona State Library Reading Program, "Rainbow Earth," provides children with many techniques they can use to help the Earth. This reading program guide provides information on the following: goals, objectives, and evaluation; getting started; common summer program structures; planning timeline; publicity and promotion; braille and talking books; awards and incentives; and parents/family involvement. Examples are given of reading ideas and activities, displays and decorations, program ideas, and crafts. Bibliographies of books, films and video, and talking or Braille books are provided, divided into learning level (preschool, K-3, grades 4-6) and subject category. Resource books, material, and people are listed. An appendix includes an evaluation form for the 1992 Arizona Reading Program, games and puzzles, and clip art. (MAS)

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RAINBOW EARTH

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INTRODUCTION

Welcome to the 1992 Arizona Reading Program *Rainbow Earth*. This year's program designed again with special care and attention by a committee of librarians from across the state.

The committee felt it important to teach the children living in Arizona about the state. Travel need not be part of your program. Instead have programs on mythology, folk heroes, animals, or buried treasure. These are only a few of the ideas suggested within the manual.

The committee urges you to set up a reading program this summer. One of your main goals should be to give children continued opportunity to read. Give children the chance to know the continuing joy and pleasure of reading. You may offer this gift to younger children through the Read-To-Me Program described in the manual. Read-aloud time should be a family event, even if children are able to read by themselves. Jim Trelease in the *New Read-Aloud Handbook* offers many wonderful titles that you can recommend. What better way is there to feel a sense of joy and togetherness than by reading an old favorite to a child? Remember how much you loved this as a child? Children haven't changed.

Don't let the reading skills of the children in your community slip during this summer. Offer them an exciting and interesting program to join. The committee has created a manual this year making it easy to use the material and adapt it for your community. We think you'll like it; why not try?

Check out the Complete Program Ideas. Use the Planning Timeline and the Calendars provided to aid your preparation. Use the Press Releases adapted to this year's theme. Use the Clip Art to produce your worksheets and personal handouts. Adapt anything and everything until you can provide a program that is right for your community. Most of all, enjoy the summer with your young readers.

I would like to thank the following people for their hard work and effort. I was not sure the Arizona Reading Program Committee could out do last year's program. I think they have done an outstanding job. Please remember to thank them as all their hard work is on a voluntary basis.

Polly Abraham	Coolidge Public Library
Ann-Marie Cyr	Mesa Public Library
Mary Dubno	Chandler Public Library
Nancy Foster	Pima Public Library
Dawn Gardner	Flagstaff City-Coconino County Library District
Deborah Kearns	Cottonwood Public Library
Pauline Kodman	Mesa Public Library
Marion Lassa	Chino Valley Public Library
Karen Odean	Library For the Blind & Physically Handicapped
Leanna Jo Shaberly	Film & Video Services
Cara Waits	Tempe Public Library
Katherine Willett	Charles C. Royall Memorial Library

I would like to thank Sharon G. Womack and Tony Miele for their support. I would also like to thank our clerical staff Jean Yeary and Phyllis Carter for their time and effort.

Committee members want to be sure to thank the following friends and co-workers.

Shirley Armour	Bibliography
Marilyn Brooks	Display Materials
Children's Personnel from Tempe Public Library	Craft Ideas
Jane Degher	Bibliography
Patty Freeman	Program Ideas
Nancy Gray	Display Materials
Shirley Gray	Bibliography
Joyce John	Program Ideas
Colin Kearns	Display Materials
Nancy Palmer	Bibliography
Kris Tarnaec	Crafts

I would also like to thank the education staff of the Phoenix Zoo for their help. Channel 12 and KAET Channel 8 staff for the interest they have shown. If I have forgotten anyone I apologize. Thank you all.

Deborah L. Tasnadi
Public Library Development Consultant
Library Extension Division
Department of Library, Archives and Public Records

Nancy Gray presently lives in Cottonwood, Arizona. She was born in Columbus, Mississippi, on March 16, 1943, but grew up in Point Pleasant, New Jersey, near the Atlantic Ocean. She has lived in Delaware, California, Ethiopia, Okinawa and visited many states, as well as Kenya, Greece, Spain, England, Philippines, and Hong Kong, China.

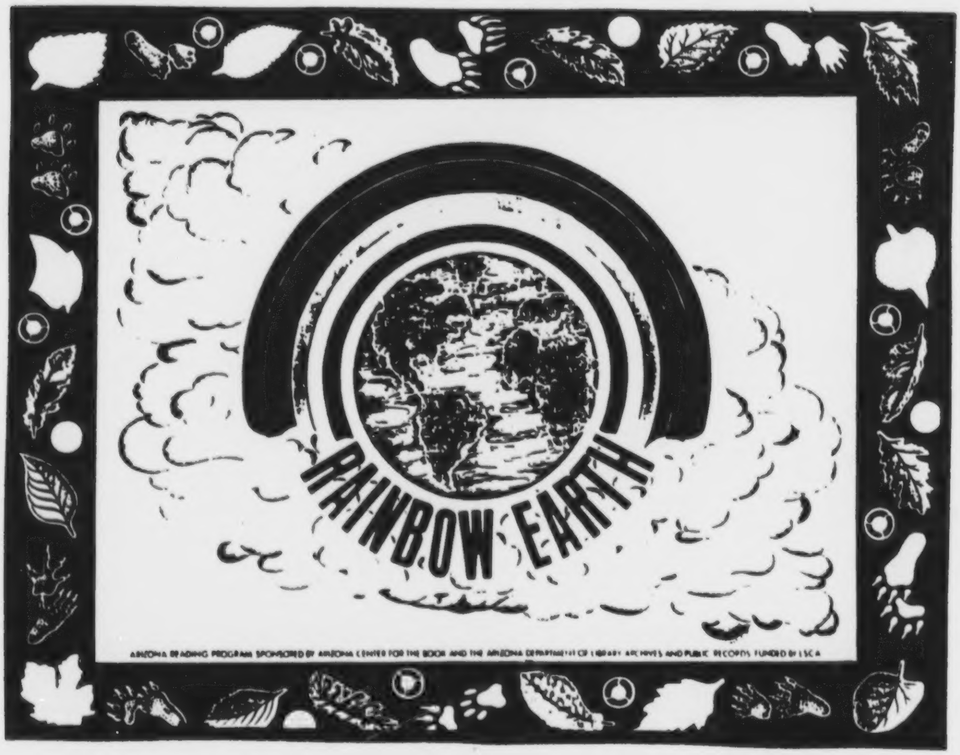
Nancy has 3 grown children - a son Charles in California, a daughter Michelle in Virginia, a daughter Sandra in Pennsylvania and five grandchildren.

Nancy has a longtime interest in children, art, and literature; often combining these interests as a storyteller in libraries, or working as a volunteer in programs such as Head Start, where she can share her love for the creative process with children who sometimes don't have the opportunity to explore materials and ideas at home. Most recently she has been working as a volunteer at the Cottonwood Public Library where she offers children from 6 to 12 an after school program of stories and crafts, and on Saturdays, offers children and adults Chinese Brush Painting lessons.

Nancy majored in Early Childhood Education at Trenton State College in New Jersey, but hasn't pursued a career in teaching, preferring instead to work with children on a more informal basis.

Nancy has not had any formal art training. However, while living in Okinawa, Japan she studied Chinese Brush Painting and its Japanese variation, Sumi E'. The influence of this training can be seen in the treatment of clouds and water on the poster.

The training, plus a lifetime of self study in the arts and years of doing various folk arts and crafts, gives her a variety of skills which she delights in sharing with children.and adults who haven't lost touch with the child within themselves.


RAINBOW EARTH
ARIZONA READING PROGRAM SPONSORED BY ARIZONA CENTER FOR THE BOOK AND THE ARIZONA DEPARTMENT OF LIBRARY ARCHIVES AND PUBLIC RECORDS FUNDED BY LSCA

Arizona has had successful reading programs for over fifteen years. Many children have enjoyed the following themes which have been used statewide:

1974	"Monster Zoo"
1975	"Arizona Round-Up"
1976	"Our Country"
1977	"Wizard Of Oz"
1978	"Star Ship To Adventure"
1979	"Open The Elfin Doors"
1980	"Ready, Set, Go!"
1981	"Stake Your Claim"
1982	"Lions & Tigers & Books"
1983	"Bone Up On Books Be A Bookasaurus"
1984	"Your Own Adventure"
1985	"Bite Into Books"
1986	"Unlock Your Universe With Books"
1987	"Sakes Alive--We're--75"
1988	"Time Travel–You Are There"
1989	"Books Give Us Wings"
1990	"Have Books Will Travel"
1991	"Read Arizona"
1992	"Rainbow Earth"

Goals

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a . . . reading program should answer the question, "Why have a . . . reading program?"

Objectives

Determine the goals and then develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, one must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the . . . reading program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. But, unless elaborate steps used to test each child before and after the . . . reading program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The . . . reading program may be long and complex, before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

Examples

Following are examples of three general goals for a . . . reading program, objectives that could be related to them and possible strategies to implement the objectives:

GOAL 1.

THE . . . READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase . . . reading program registration by 5%.

B. Include book talks and bibliographies in 10 . . . reading program activities.

C. Increase circulation of the children's collection during the . . . reading program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a . . . reading program with a popular theme. Develop (introductory) fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute . . . reading program materials as widely as possible. Publicize the . . . reading program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize your program.

GOAL 2.

THE . . . READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. 50% of . . . reading program participants will read nonfiction as well as fiction books.

B. Increase overall juvenile circulation by 10%.

STRATEGY 1.

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Distribute specific subject area bibliographies.

STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. 25% of the preschool population will register for the Read-To-Me program.

B. 75% of the preschoolers attending storytime will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of storytime participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

It is important to choose goals appropriate to your library -- those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important one and work toward it.

Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. Your objectives determine the areas to be evaluated. The following list will give some suggestions for areas to evaluate and should be considered when formulating goals and objectives.

SUGGESTED AREAS OF EVALUATION

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the . . . reading program has increased juvenile circulation and it will enable you to compare circulation figures from year to year.

2. CHANGES IN SUBJECT AREAS READ: Changes can be the result of the effectiveness of book talks, bibliographies or games used.

3. TOTAL NUMBER OF . . . READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4. ACTIVE PARTICIPATION IN THE . . . READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: To determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs use these figures.

6. PERSONAL OBSERVATION: A log book with comments about what was successful and what didn't work and will be an invaluable guide for planning the next year's program.

7. FEEDBACK: A patron survey and/or conversation with parents will provide a very good indicator of user satisfaction.

8. STAFF EVALUATION: Use discussion of a written survey for staff evaluation of the program.

9. OUTPUT MEASURES: Output measures provide the data to determine if your goals and objectives have been met and to evaluate your . . . reading program. These measures can be used effectively when meeting with your director and other staff to plan for the following year.**

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** For more information see: *Output Measures for Public Libraries* by Douglas Zweizig and Eleanor Jo Rodger, American Library Association, ©1987.

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Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read. This turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral report's portion of their program, so the library changed the program to a contract system. They changed the oral reports to a group sharing situation in which one or two children shared, with others in a group, a book they had recently read.

Another library totally abandoned any type of structured program and just provided various activities in which the children could freely participate.

A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate. These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out why you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program:

Facilities

A. What amount of space is available and for what size group?

B. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

C. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

D. The program has how much time each week, or on what time basis will the group meet?

E. Decorations and displays put up in the area, what kind?

Staff

A. How large is the staff?

B. Regular or volunteer staff does it increase or decrease in size during the summer months? Are 5th, 6th, or 7th graders used as volunteer helpers for your program?

C. How much time does staff and volunteers have to participate in the program? Or, are they needed in more critical areas? Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

E. What special talents can staff and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

A. The program accommodates how many children?

B. Will there be any age limitations?

C. Participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?

D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

A. Does the library need to purchase materials from the bibliography to supplement the collection?

B. Bibliographies printed for the participants as supplemental handouts to the program?

Scheduling

A. Decide when and how registration for the program will begin in the library.

B. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.

C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)

D. Alert all other library staff as to the dates of the programs and the special events.

Budget

A. What arts and craft supplies do you have?

B. Does your budget limit the amount of supplies that can be purchased for certain activities?

C. Participants asked to provide their own supplies for certain activities to what extent?

D. Will it be necessary to purchase additional promotional materials to that which the state sends?

E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity -- flyers?

F. Is it possible to have a fundraising project to add to the available revenue for the program?

Miscellaneous

A. Can field trips be planned and executed?

B. How can you use guest speakers, musicians, artists, and story tellers in your program?

C. What kind of support might you obtain from various merchants and civic groups for the program?

D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

Structured

This format allows the librarian more control over the participants reading. It requires a larger staff and a larger collection of material.

1. Age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Required number of books' children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level to compete. It is important to remember that the slow reader, the learning disadvantaged, and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100.

5. Encourage oral or written reports.

Oral reports give the librarian and the child time to discuss books and gives the librarian an opportunity to determine which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude, or even part-time status in the program.

Nonstructured

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a non-classroom type summer activity.

1. Any child may participate.

2. No required reading lists or minimum number of reports.

Any child who has participated to the extent of reading at least one book or participated in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.

4. No required reading lists.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

5. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.

2. Children set personal goals of how many books they can read.

3. Draw up individual contracts between the children and the librarian delineating the agreed goal.

4. Sign contracts before the program beginning or when the children read their first book.

5. Make no attempt to quiz children on the books they have read.

6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity. A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program is done in libraries with the general public. It could be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. The latter would need to be done in cooperation with the child care center. Center staff could introduce the program to parents, and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those children's parents who may not read to their children or be regular library users.
A brief statement describing idea: A six week reading program entitled ***RAINBOW EARTH***

PROGRAM OUTLINE

A. Audience:

Preschoolers (3-5 years) and their parent(s)/caregiver(s).

B. Step-by-step mechanics:

PLANNING

Plan the club several months in advance. Provide the handout for parents *How to Read Aloud With Your Child* (see below). Organize an initial meeting for the parents.

Invite parents from story hour by introductory letter to attend. Forms are also available at the librarian's desk. Parents also received a pamphlet about summer reading and a list of recommended books.

PRESENTATION

Hold a meeting before the beginning of the program. Acquaint the parents with the program and to schedule individual meetings.

Parent and child select books each week. At home, the parent reads the books to the child several times during the week. Do this until the child has "learned" the stories. Encourage parents to discuss the stories, the illustrations, and any concepts related to the stories. They return and the child may tell the story to the librarian, using the book. The parent is present in case the child is bashful and needs prompting.

C. Supplies:

A reading record to record the books each child reads. Distribute copies of *You Can Encourage Your Child To Read* and *How to*

Read Aloud With Your Child handout. Prepare certificates and posters.

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD: Choose a time when there will not be interruptions; if possible have a regular time each day.

2. SELECT A QUIET, COMFORTABLE PLACE: Sit so your child can see the pictures easily--on your lap or near you.

3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them yourself before sharing them so you can read smoothly.

4. TRY TO READ IN A NATURAL VOICE: Soft, low and interested.

5. BEGIN WITH THE FAMILIAR: Mother Goose, finger plays, songs, poems...

6. PAUSE AT INTERVALS: This gives your child a chance to react to the story and the illustrations.

7. RESPECT YOUR CHILD'S MOOD: Boredom or restlessness perhaps indicates the book or time isn't right. If he/she doesn't want to discuss the pictures, don't--step up the pace. Your child may want to turn several pages to finish more quickly--let her/him.

DO'S

Take advantage of your child's interests (e.g., dinosaurs, trucks, etc.)

Keep books around even if he /she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. (Graham's *The Wind in the Willows.*)

DON'TS

Use story time to teach reading

Compare your child to another who loves reading.

Be surprised if your child wants to hear the same book repeatedly; the high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction if you are involved with the story yourself.

2. Books well written have vivid characterization and the pace is fairly fast--more action, less description (e.g., Asch's *Turtle Tale*).

REMEMBER: Five to ten minutes may be plenty of time to read to your child because of the short attention span of preschoolers.

The real test of a "good" book is its ability to give pleasure to parent and child.

Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

The following is to give you a possible timeline. Remember to keep a monthly calendar with important dates marked.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.

2. Choose dates, structure and procedures of the program.

3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.

4. Create a calendar for tentative scheduling of programs.

5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.

6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.

7. Send letters to Friends of the Library and community organizations for donations.

2-3 Months Prior to Summer

1. Programs schedule should be almost complete. Plan alternate programs in case of cancellations.

2. Confirm films, performers, and craft dates. You may want to "kid test" crafts.

3. Order material for crafts.

4. Check AV equipment and repair if necessary. Buy extra lamps.

5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.

6. Prepare bulletin board materials.

7. Prepare needed materials for volunteer.

1 Month Prior to Beginning of Summer

1. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

2. Place posters in the community and in the library.

3. Visit newspapers, radio, and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.

4. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts, and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.

2. Begin decorating the library.

3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town, for example when does the pool open, camps begin, or little leagues have play-offs? When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event, closing celebration? What is the staff vacation schedule? Will you have an orientation for staff, volunteers, friend's group?

When you have developed your timeline and finish as many of the reading programs dates as possible. Publicize them in your opening announcements. Be sure everyone knows about the events happening in the library so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

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* Adapted with permission from the Tennessee State Library and Archives from *Cool Cats/Hot Books Summer Reading Program Manual*, ©1989.

FEBRUARY 1992

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 1992

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 1992

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 1992

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the 1991 Arizona Reading Program is yours to adapt and use however you like: reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters (hint: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue).

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical mean of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, in-kind support (museum coupons, ice cream coupons and other items) or to ask for a feature story in the newspaper include a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of a Reading Program
- who the program will involve and how participants will benefit
- dates, times, and locations
- past programs and themes
- statistics from previous years
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

Having a background sheet that includes details lets potential sponsors, helpers, and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explain the reasons for the program.

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* Adapted with permission from the Tennessee State Library and Archives *Cool Cats/Hot Books Summer Reading Program Manual*, ©1989.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter, and mail bookmarks to the school principal for distribution to the students if you can't go out. Ask to speak to PTA groups and ask for announcement space in their newsletters. Catch kids and parents where they are: send library staff members home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program, and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library – and put your reading sign-up station in a conspicuous spot. Put up a splashy display. Post the kids' names up as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage; assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments.

Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim; many will adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. To see how programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black and white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview (this takes a phone call) about your program. If these are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director, and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and how to get more information. There's no time in a 30-second announcement to get to the Why--spend your remaining seconds on a catchy invitation.

Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person. Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you, and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide onscreen while they run a taped voice-over of your announcement. Write wording similar to radio spots -- nothing longer -- is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all the slide shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main visual idea restricted to the center area of the slide.

☛ A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties--and it's dollars to doughnuts everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough that they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event**, not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture, and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time--you're up against national news and local housefires--but most are willing to seriously consider library stories, especially when kids are involved.

SAMPLE NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

VISIT RAINBOW EARTH AT THE PUBLIC LIBRARY

"Rainbow Earth" is the theme of the 1992 Arizona Reading Program to be held at ____Library. A series of ____ programs will include a variety of activities to encourage reading for children between the ages of ____ and ____.

"Rainbow Earth" programs will begin the week of ___________________.

Children may begin to register on _____________________. This annual statewide program is sponsored by the Arizona Center for the Book and the Department of Library, Archives and Public Records in order to encourage year-round reading.

For more information, phone ____________________________________or visit the library at __________________________. Library hours are ________________.

SAMPLE NEWS RELEASE II

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

SUMMER READING CONTINUES

"Rainbow Earth" is the theme of the 1992 Arizona Reading Program to be held at the ____________________________Library. A series of __________________ programs for children between the ages of ____ and ____ will begin the week of ________________________. Activities will include (list any special programs).

According to librarian ________________________________, children may sign up for *"Rainbow Earth"* beginning the week of ________________________________. Contact the library at (address and phone number) for a complete schedule of activities and registration information. More than 80,000 Arizona children participated last year in this annual statewide program that is sponsored by the Arizona Center for the Book and the Department of Library, Archives and Public Records to encourage year-round reading.

FOLLOW-UP NEWS RELEASE

From:	(Library (Street) (City/State/Zip)	Date: Contact:	(Current Date) (Name) (Phone)
RE:	Reading Program	Release Date:	

EARTH THEME BRINGS KIDS TO THE LIBRARY

More than _____ children, ages _____ to _____, read this summer. The ________________________ Library used books and performers to bring excitement and adventure to those who attended its 1992 Arizona Reading Program series.

"Rainbow Earth" was the program theme. Book bags, bookmarks, stickers and other giveaways were offered to attract children to programs aimed at keeping them reading over the summer. It worked; participants read more than ____ books.

Librarian _____________________ reports that children's programming will continue this fall with (indicate plans and dates).

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	(Time Period for Announcement)
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:	30 seconds		

The________________library is sponsoring *"Rainbow Earth"* for children ages______to_____. Children can enjoy such activities as (mention specific programs) on (day) at (time) at the library. Registration for the__________________ weekly programs begins__________________. Enjoy our Rainbow Earth through books, crafts and games.

For more information call the library Children's Department at (phone).

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	(Time Period for Announcement)
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:	20 seconds		

Get out and discover our Planet. "*Rainbow Earth*" is about to set out from the________________ Library. Children ages _____ to _____ are invited to make books their weekly summer adventure with a program which begins ____________________. Call the library now at (phone) for details and registration information.

Involving Visually and Physically Handicapped Children in the Arizona Reading Program

In recent years, visually and physically handicapped children have participated in the statewide Arizona Reading Program. By borrowing talking books and Braille books, these young library patrons enjoy many of the same titles and authors as those read in print by their friends and classmates. The library staff give the same encouragement to read. Award certificates and other incentives for reading achievement.

Through publicity and local encouragement, we hope to extend summer reading activities to larger numbers of visually and physically handicapped children. We want to support participation by visually and physically handicapped children in their local library's summer reading program, by using talking and Braille books.

Talking Book/Braille Service Overview

What is available?

Talking books, Braille books, and catalogs of titles. Talking books are complete books recorded on cassettes or records. They circulate throughout the state by the Arizona LBPH. This is in cooperation with the National Library Service for the Blind and Physically Handicapped (a division of the Library of Congress).

Some patrons use both talking books and Braille, although LBPH does not circulate Braille materials. Braille readers are referred to and borrow books from the Braille Institute of America in Los Angeles.

The book collection is much like that of the public libraries; books selected appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics* or *Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs lists books for children available on talking books or in Braille.

Record and cassette players and accessories. These are loaned free of charge as long as library materials are being used. Patrons are welcome to borrow both the record and cassette player so that they may use both cassette and disc books in the collection. It is necessary to use the Library of Congress playback equipment because the books are recorded at a slower speed not generally available on commercial equipment.

Accessories for the equipment that are available for loan include: extension levers for the cassette player; pillowphone for readers confined to bed; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Playback equipment and accessories are loaned for as long as library materials are being used. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

General guideline: anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Library for the Blind and Physically Handicapped at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin?

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the machine agency (address on application form). Usually, the equipment is issued by the machine lending agency, which is a division of State Services for the Blind. Equipment is sent to eligible patrons, and LBPH is notified to begin library service. A readers' advisor contacts each new patron to begin service, discuss reading interests, etc.

Some public libraries have equipment to loan the new patrons, and small collections of talking books to begin service. If your library does not have applications, contact LBPH, or have interested persons contact LBPH; we can send information directly to the applicant. For faster service call LBPH toll free at 1-800-255-5578.

Patrons may submit request lists; or, LBPH staff will select books for patrons in the subject areas they designate. Most talking book readers receive books as follows: when one book is returned to the library, another is sent; two sent for two returned, and so on. Books will be sent to children in this way unless a different arrangement is requested. They may always increase or decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

Local Library's Summer Reading Program

Visually impaired or physically handicapped children in your community may want to participate in the local Summer Reading Program along with their peers. This can be accomplished by using talking or braille books instead of print and with some assistance from the library staff.

Children who use talking books for summer reading need to be registered patrons of the LBPH and request their books from LBPH. Usually a book is sent to a patron each time one is returned, but this can be tailored to meet any special requirements your program may have. Participants should call the LBPH to ensure that their books and special requests will be sent in a timely manner.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself and others who may be with you when you greet someone with a visual impairment. Let the person know what you are doing and where you are going. Ask if the person needs assistance getting around the library and let the person take your arm, which allows you to be the guide.

With a little help, visually impaired, blind, or handicapped children can participate in much of regular library programming. Visually impaired children can enjoy story hours along with their peers with a minimum of special effort by the storyteller. It is most important to select the story carefully so that understanding the text is not dependent upon illustrations which cannot be easily explained. You do not need to avoid such words as "see, look, read." If the child can't see gestures or facial expressions, try to include objects and tactile experiences. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Depending upon the story line or narration, visually impaired children can also enjoy films or video if they are introduced and given explanation when needed. Many children's books are printed in larger than normal print, and children who read large print may be able to enjoy summer reading with some guidance toward these books. If you are unsure about a child's skills and ability to participate, discuss it with the child and/or the parents.

It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives that you receive either from the state, from items donated by the local merchants or with items you purchase yourself. Usually the final way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration, through schools after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library, to T-shirts (one of the more expensive prizes) with the program slogan, which can be awarded. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes, and movie tickets, at no cost. Larger rewards, such as sun visors and wrap-around sun glasses, were still low cost incentives and the Friends of the Library purchased them.

2. Buttons are extremely popular with the children, as the staff of a library found out. One year they gave up passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons are an important part of the whole program. Kids collect the buttons from the first time they enroll and build collections that they value highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed

four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book *Rich The Treasure:*

1. "To make a wide collection of books easily and temptingly available."

2. "To give guidance to children in their choice of books and materials."

3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, individual pursuit."

4. "To encourage lifelong education through the use of public library resources."

5. "To help children develop their personal abilities and social understanding to the fullest."

6. "To serve as a social force in the community together with the child's welfare."

Opponents of reading programs feel that there is a tendency by parents, teachers, or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

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"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read." Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself." Toni S. Gould, *Home Guide to Early Reading*.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives." Charlotte Leonard, *Tied Together*.

As librarians, we are well-aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Reading Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program. Hold a kick-off event for the Arizona Reading Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

Booktalk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. *The New Read-Aloud Handbook* by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. Parents think they have to make overnight radical changes in the family's routine. If they feel this way the read-aloud experience may not even get started!

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families' plenty of time to swap experiences and favorite titles as well as browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

How to Grow Good Readers

Ideas and Activities

Reading motivation ideas and activities for parents and educators.

Children get very excited about vacations and taking trips. A family usually talks about vacations weeks, if not months, ahead of time. Use this time to motivate readers and to give children the feeling that they are participating in the planning and the trip itself.

When planning your trip, to find out more about where you will be going, suggest that your child write to the Chamber of Commerce, or Parks Department for the area. Children love getting mail.

Before going on your trip suggest that your child act as navigator. He/she will need road maps and know how to read them. Your child could be responsible for planning the best route, when to stop for meals, historical markers and rest areas and where to stop for the night. He/she could also compute mileage and figure out how far you can travel in a day.

Read newspapers from the city you will be visiting to find out what events will be happening during your stay. Share your newspaper reading with your child.

Have your child write to friends or relatives to find out what you will be doing during your stay.

Suggest that your child keep a daily diary during your vacation. Include sketches, photographs, souvenirs, and brochures.

Write postcards or letters to friends and family while on the trip. Your child will need to compose an address book and bring along writing paper.

While driving, play road sign games or other car games with the whole family. These games usually entail mental gymnastics and a keen eye for road-side signs.

Read travel guides, back-packing or trail guides ahead of time.

Take turns reading to one another. Bring along novels, poetry books and song books.*

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* Updated with permission from the Tucson Public Library.

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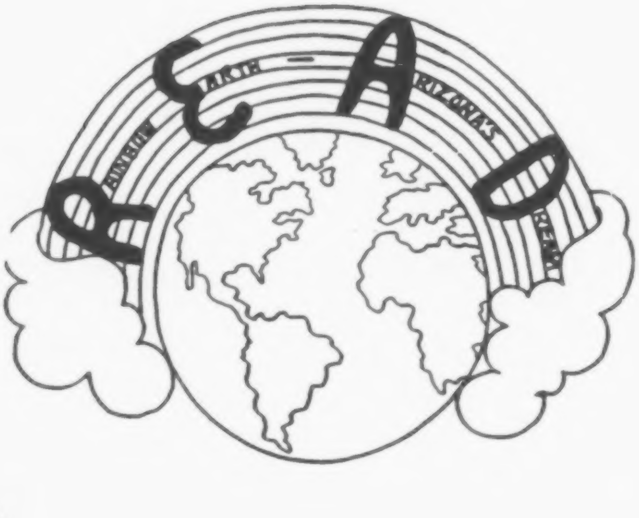
"Nobody made a greater mistake than he who did nothing because he could do only a little." Edmund Burke

Displays are an important part of your summer reading program. They are an effective way to promote and publicize the program, to create a stimulating atmosphere in the library, and to generate interest and excitement in the theme by exhibiting the children's creations. You may want to choose one motif and create your entire decorating and display plan around it, or vary the displays and decorations throughout the program period. Children and adults alike will appreciate seeing new things and developing new interests when they visit the library.

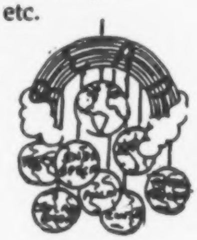
DISPLAY and BULLETIN BOARD HINT:

Use recycled, recyclable and re-used materials whenever possible in your displays and on bulletin boards!

There is a wide variety of displays that are appropriate for this year's *RAINBOW EARTH* theme. The following ideas are just a beginning; see how many more come to you!



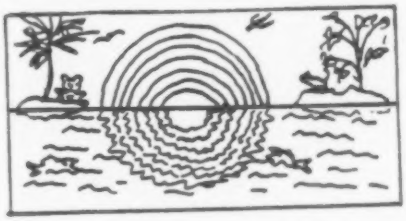
Decorate the children's area with *Rainbow Earth* mobiles, assorted prisms, crystals, bottles in windows filled with colored water; make a Rainbow entrance to children's section, a Rainbow walkway, post facts & lore about Rainbows, etc.



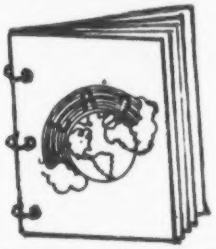
Rainbow Earth mobile:
Do "Earths" in rainbow colors (R-O-Y-G-B-B-I-B) and write theme words on each.
(i.e. rain forest, pollution, endangered species)

Mosaic *RAINBOW EARTH* - create bulletin board or wall mural of rainbow and earth. Children fill in with torn pieces of colored paper or colored animals, plants, etc....or cut squares of colors that children can put their names on and add each time they read a book/hour. The object can be either to fill in a designated area or to make an extended rainbow that wraps around the room, "growing" throughout the program to give a visual display of voracious reading appetites.

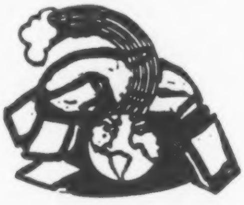
Background can be decorated with endangered species of plants, fish, birds, animals, etc.



Construct a large *RAINBOW EARTH* book, using recycled cardboard from a refrigerator box to make the covers; make 7 inside pages in rainbow colors; children can contribute poems, stories, pictures, interesting facts and lore related to rainbows, earth and theme related subjects to share with one another.

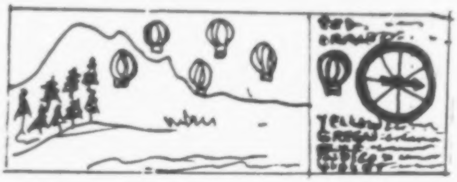


Display a large pot decorated as the Earth with Rainbow ending in it; fill the pot to overflowing with gold-foil colored books.

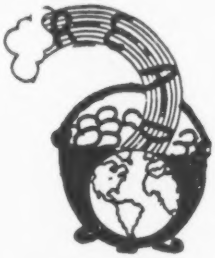


RAINBOW EARTH game - create a wall mural of Earth; include different ecological areas - e.e., rain forests, oceans, deserts, mountains, grasslands, arctic, etc. - children receive a "Rainbow" hot-air balloon to color and travel with. Children have a turn every time they come in the library to check out books, attend Reading Program activities, and/or read designated number of book/hours. A large rainbow colored spinner can be constructed to determine where they move.

Red = Desert
Orange = Prairie
Yellow = Sea Shore
Green = Rain Forest
Blue = Oceans
Indigo = Arctic
Violet = Mountains



Reading Incentive Display: have a "POT OF GOLD" or gold trimmed Earth at the end of a rainbow - children put their names on a gold medallion for every book, hour read, or visit to library. When the pot is filled (or weekly) have a drawing for prizes.



Also try putting gold medallions in selected books relating to the *Rainbow Earth* theme. Children receive a prize for checking out those books.

Give each child a RAINBOW at the beginning of the reading program; they can color in one section for each weekly reading goal achieved.

Using Nancy Byrd Turner's poem "The Bookshop", change "bookshop" to "library" and create a bulletin board, or use on cover of giant book:

"The Bookshop (Library) has a thousand books
All colors hues and tinges
And every cover is a door
That turns on magic hinges."

OR

"The Earth has many endangered species
All colors hues and tinges
And every one is like a book to read
Upon which our own survival hinges."

Have children write "Cinquains" or a "Haiku" about Rainbows, Earth, the Environment, Rain Forests, Endangered Species, Pollution, Recycling, Conservation, Solar Energy and Earth Homes and create a display using their creations:

CINQUAIN - Format

1st line: one word/giving title
2nd line: two words/describing title
3rd line: three words/expressing an action
4th line: four words/expressing a feeling
5th line: one word/a synonym for the title

HAIKU - Format

1st line: five syllables
2nd line: seven syllables
3rd line: five syllables

Other Bulletin Board or Display Ideas

Rainbow Earth - Arizona Dream

Books Lead the Way to a Rainbow Day

Round the World With Books rainbow (colored hot air balloons with book titles on basket)

Read for *Rainbow Earth*

To Love Rainbows is to Respect the Earth

Read and Recycle

Find your Treasure in Books

Rainbow Earth - Read the Spectrum

Books are the Bridge to a *Rainbow Earth*

Change the color of your world - read a good book!

Find your pot of gold at the library

RECYCLING/CONSERVATION

REFUSE...REUSE...RECYCLE

"Use it up
Wear it out
Make it do
Or do without"

Display a Garbage Monster - Set up as recycling bins - give incentives to recycle - use money for children's program or books.

Pre-schoolers display - RECYCLE - AVOID EXTINCTION (DEMCO FALL 1991 - POSTERS, BOOKMARKS, BUTTONS, BUMPER STICKERS FOR FUND RAISING)

(DEMCO - ENVIRONMENTAL BULLETIN BOARD SETS:

1. NATURAL REGIONS
2. REDUCE-REUSE-RECYCLE

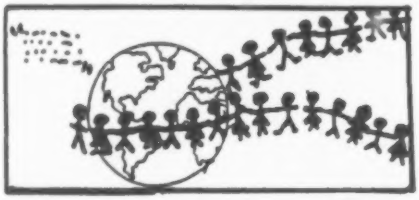
IT'S A SMALL PLANET...RECYCLE (DEMCO)

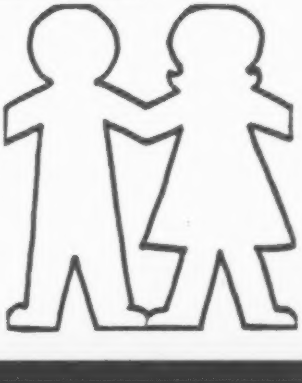
EARTH DAY EVERY DAY (DEMCO)

"IT'S A SMALL WORLD" - Children of all locales joined together around the "world" - bulletin Board based on the following quotation:

"I have a vision of the Earth made green again through the efforts of children. I can see the children of all nations holding hands around the globe in celebration of the Earth as their home and all children, all people as their family." Richard St. Barbe Baker (founder of their "Children of the Green Earth" - he was responsible for bringing about the planting of over 26 billion trees, through his Men of the Trees Society, started in 1922)

Cut out children
in rainbow colors.





Recycling Graph - on large sheet of newsprint - kids add pre-cut shape to appropriate column for each recylable item they bring in (bundles of paper, can, bottle, plastic - money raised can be used to buy books or fund children's programs.

Super Recycle - weekly drawing for children who bring in materials for recycling. Children can receive a symbol (green tree, *Rainbow Earth*, etc.) with name on it to form mobiles for other room decorations.

Conservation - bulletin board - Disposable things as what they really are - i.e., tree made from paper towels, napkins, plates, etc.; prehistoric creatures from plastic bags, lighters, pens, precious metals underground - aluminum foil, styrofoam - add facts about disposable product waste - (35 million paper clips every day, 500 million disposable lighters every (?) or 28 billion bottles and jars every year,. 2.5 million plastic bottles every hour, 1500 cans per American every year, 65 billion aluminum soda cans every year).

DISPLAY AND BULLETIN BOARD HINT

Use "**re-used**" and recycled items to create entire displays!

Bulletin Board: "**Recycling Wizard**" changes garbage can of "**stuff**" into pot of gold at end of rainbow - applauding audience consists of endangered species.

RAIN FOREST

Put up jungle background - have masters of variety of plants and wildlife that exist only in Rain Forest - kids can color with markers and add to Rain Forest display each time they read X number of books/pages/minutes.

Have Rain Forest animal tracks leading into children's area, or have footprints trailing up and down walls, windows, doors, etc.

Make mobiles of Rain Forest inhabitants or products - make multiple copies and let children color and make their own book to take home.

Play *Sounds of the Jungle* tape as background music (No. 5100 Jungle Tape available through *Animal Town* catalog - see Resource List).

Turn children's area into Rain Forest by attaching rain forest trees made out of paper and cardboard to the ends of book shelves; cover doorway or entrance to children's area with paper greenery and vines; hang exotic birds from ceiling and place exotic Rain Forest animals in various places around children's area.

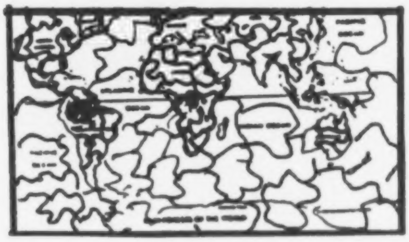
Recycle cardboard tubes of all sizes to use in making a "**rain forest**". Have children paint the tubes, then make a variety of leaves out of construction paper. Glue and stuff the leaves into the tops of tubes. Glue bottoms of tubes onto large flat pieces of cardboard which has been painted green. Add rain forest animals to display.

Display of Rain Forest products and lists - which to use to encourage development and marketing of products that can be removed in a sustainable manner and which to avoid using because they destroy natural forests and the natural resources within them.

Ask local nursery to loan exotic plants and cacti to display in the children's area for the summer.

Bulletin Board: Giant Jigsaw Puzzle of a Rain Forest scene done in black and white line drawings. Children select colored piece to put in position each time they come into library/read book/read an hour.

Add Endangered Species
as border or scattered
about the Earth.



ENDANGERED SPECIES

Create a large paper mache' endangered animal for the children's area (or recruit a talented and willing volunteer, or local art class, if you do not have time or skill!) Give your animal a name and make it the mascot of your summer reading program.

Prepare three signs to be posted in the schools and other locations, 3 weeks before the program begins. The first sign says **"Watch for...(Name)!" The second sign can say "(Name) is coming!" The third sign: "(Name) is here!"**[*]

Children's area can be decorated with an emphasis on animals that are endangered today - or for dramatic impact of what extinction means, the focus could be on dinosaurs.

Using masters of endangered species or magazine cutouts or environmental awareness chart set (DEMCO's includes 4 color posters, land, water, air and endangered species for $7.95) prepare a display that presents facts about endangered species of animals, and how we are affected by the loss of any life form.

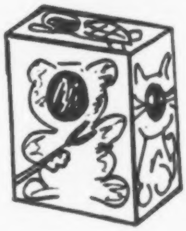
Make mobiles of endangered species.

Do a "What's Wrong With This Picture?" Bulletin Board illustrating a "world" without color; see no plants, animals, insects. Display books on how children can make a difference.

Display or Bulletin Board: map of world with pictures of animals around map with strings to habitat-label each animal and put short informational blurb about each animal under picture.

Make masters of pictures of animals and information about them to be used for children to assemble into own books - could give one page per week so children have completed book by end of program.

Display: paint a refrigerator box with endangered animals (or could be extinct animals); cut out hole for children's head.



Emphasize Arizona's endangered and threatened species: (see resource list - new list will be available soon from Arizona Department of Fish and Wildlife.) Use Arizona scenery for backgrounds of murals, displays etc. - determine which species **"in children's own back yard"** are endangered and focus on them.

Mammals:

Jaguar
Jaguarundi
Ocelot
Sonoran Pronghorn
Red Wolf

Birds:

Masked Bobwhite (quail)
Bald Eagle
Perigrine Falcon
Thick Billed Parrot
Yuma Clapper Rail

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[*] Adapted from Alabama SRP Manual

Wood Stork

Reptiles:

Desert Tortoise

Fish:

Yaqui Catfish
Bonytail Chub
Yaqui Chub
Beautiful Shiner
Colorado Squawfish
Gila Topminnow
Apache Trout
Woundfin

Plants:

Arizona Agave
San Francisco Peaks Groundsel
Nochol's Turks Head Cactus
Arizona Hedgehog Cactus
Silver Pincushion Cactus
Arizona Cliffrose

Camouflage Display: Create a mural or have children create a mural of field or open space areas in their community. Make animals that might live in that habitat. Have children color the animals and place them on the mural in areas where the animal might be camouflaged.

Habitat Interactive Display: Cut pictures of animals out of old wildlife magazines. Glue onto tagboard circles and laminate or cover with contact paper. Glue small pieces of felt to backs of animal pictures. Create scenes of different habitats on bulletin board (i.e. forest, sea grasslands. Glue small pieces of felt randomly round the different habitats. Keep animal pictures in basket or box next to display. Children can match animals to their habitats. Have self correcting answering sheet available.

ENVIRONMENT

Decorate children's area with natural objects - make mobiles and displays, using things found in nature.

Bulletin Board: Care for your environment tips

pick up litter

dispose of properly or recycle

recycle food scraps and yard clippings in compost pile

write notes on back of junk mail

use cereal boxes for files decorate and use for homework, projects, bills

conserve water and energy

walk, bike rather than ride in car

recycle cans, bottles, plastics, newspapers

show respect for all wildlife - read and study about the creatures you dislike - discover how they really help the earth and you

read and learn about endangered species in your area - find out what you can do to make a difference for them

provide houses and food for birds

scatter plant seeds of birds favorite plants in vacant lots.

DISPLAY: Save Our Forests - background of ground, sky, water; children add a tree to the forest for each hour spent reading. Cut trees from recycled brown paper bags or newsprint and have children color them.

Life Cycles Display - Trees
- Butterflies
- Ants
- Plants

(could include live plants in various stages of cycles)

Food-chains: use colored strips of papers with pictures of each step in food chains - string around room - or make mobiles with "sun" as starting position.

Nature Center: find natural objects that interest you and observe them closely

display books related to natural objects you have found.

Sign: ask children to bring in natural objects that interest them

have plastic magnifying lenses and microscope available so children can observe objects closely and learn to appreciate the diversity in nature.

Mount pictures from old nature magazines, (Ranger Rick, OWL, Chickadee, National Wildlife, Your Big Back Yard) on construction paper and laminate or cover with contact paper; create mobiles, other displays around area.

Explore your habitat - use all your senses - look, feel, listen, smell, (taste should be downplayed for safety)
have you hugged a tree today?
trees = great recyclers
trees = friends - we climb, swing from, sit under, use wood from (The Giving Tree)
life story of a tree
have you thanked a green plant today?

plants grow, breathe, reproduce and use food - as do animals.

(Habitat is one of the most important ecological concepts - like a neighborhood - "Today we are going to visit...")

1. read about neighborhoods

2. visit places in your neighborhood

3. bring in pictures of an animal that lives in your neighborhood (bugs, crickets, etc.

4. nature walk to explore habitat (neighborhood) of animal/bug you've discussed and read about; have children each pick just one thing to put in paper bag or cheesecloth covered jar - bring back to the library.

Nature Mystery Box(es) put collection of acorns, twigs, leaves, etc. in box with hole in it - children reach in, guess what they are feeling; have chart displayed with pictures, label, information about each item in feely box. Display books relating to items in box(ex).

Display: Live turtles, lizards, rabbits, fish, etc. from local pet store. Have information and related books on display nearby.

Flannel Board Interactive Display: flannel, felt, silhouettes of animals in basket; children can put animals in different habitats or just play with animals - can be self correcting.if desired.

Game Board Display Suggestion: Wilderness adventure - mountains, oceans, forests, deserts - draw activity cards on certain squares - each square equals 1 hour spent reading to pre-schoolers 1 square for each hour read to by another.

POLLUTION

Create a "**Creature**" that has adapted to polluted environment - eats rusty cars, enjoys breathing dirty air; wears assorted garbage, builds home from ?; recreation is?

Do a "What's Wrong With This Picture" bulletin board.

"Use your noodle - read books and think of ways to keep the earth bright as a rainbow", bulletin board created with noodles.

Bulletin Board: Create a beautiful background - preferably one that reflects natural surroundings in your area; add litter and other forms of pollution; children get to remove one each time they bring in something for recycling.

Have children create a mural (on wall or on long sheet of paper) showing their favorite local natural areas. Encourage the children to make it very beautiful. When they have completed their sections, have the children change places and **"pollute"** the area. Children can then try to restore their areas to **"pristine"**.

Do a "POLLUTION SOLUTIONS" display.

SOLAR ENERGY/EARTH HOMES

Bulletin Board: Make a large picture of the sun; surround with facts about solar energy uses; include other alternative energy sources like wind, water, etc.

Bulletin Board: Find pictures of homes using solar, earth, other natural alternatives for construction and energy efficiency.

Sun mobiles: Make large colorful sun; add pictures to show that all energy comes from the sun.

RAINFOREST

Booklist

Althia. *Rainforest Homes.* **Grades 1 & Up.**
Amadio, Nadine. *The New Adventures of Alice in Rainforest Land.* **Juvenile.**
Bright, Michael. *Tropical Rainforest.* **Grades 2 - 4.**
Cherry, Lynne. *The Great Kapok Tree.* **Grades Pre School - 3.**
Cowcher, Helen. *Rain Forests.* **Grades Pre-School - 3.**
Pittaway, Margaret. *The Rainforest Children.* **Grades Pre-School - 3.**
Weir, Bob and Wendy. *Panther Dream: A Story of the African Rainforest.* **Juvenile.**
Willow, Diane. *At Home in the Rainforest.* **Grades Pre-School - 8.**

For teaching:

Guss, David M. *To Weave & Sing: Art, Symbol & Narrative in the South American Rainforest.*
Mitchell, Andrew. *Wildlife of the Rainforest.*

Rainforest Resources:

Something wild: A Classroom Rainforest

Full-color decorative materials, reproducibles, full size patterns and activities for creating a rainforest in the classroom. The RAINFOREST ROOM KIT costs $12.95 + $2.00 shipping and handling and is available from:

Copycat Press, Inc.
P. O. Box 081546
Racine, WI 53408-1546

Rainforest: Tropical Treasures

A comprehensive 68-page activity book for teachers of grades K - 8. For information write:

National Wildlife Federation
1400 16th Street NW
Washington, DC 20036
or phone 1-800-432-6564

Rainforest Curriculum Packet

Activities, posters and resources on the rainforests. The Canopy is a quarterly newsletter that provides background information, current topics, and events concerning the rainforests. "Sounds of the Jungle" is an audio-cassette that recreates the sounds of a tropical rainforest. For information write:

Rainforest Alliance
270 Lafayette Street, Suite 512,
New York, NY 10012

Games

The Rainmaker

First choose a child to be the rainmaker. Sit in a circle with the rainmaker and keep your eye on the player to your left. The rainmaker begins the first rain sound. Then the girl on her right makes the same sound. The rainmaker waits until the whole circle is making the sound. Then she starts the second sound. Soon the rain is coming down loud and fast. Here are the rain sounds and how to make them:

1. The little leaves are rustling in the wind just before the rain starts. This is only a whisper of sound. Rub your thumbs against the first two fingers.

2. The first raindrops are pattering softly. Rub the palms of your hands together slowly.

3. The rain is really falling now. Rub your hands up and down your thighs.

4. Now the drops are bigger. Pat your knees with your hands as fast as you can.

5. Here comes the downpour! But do not run sway. you will not get wet. Tap your feet on the ground-faster, faster! To magic the rain away, make the rain sounds backwards!

Fingerplays:

Rain

Rain is falling all around,
On the rooftops, on the ground.
Rain is falling on my nose,
On my head, and hands, and toes.

(With wiggling fingers make raindrop motions to follow the words in the fingerplay)

Activities:

Learn more about the rainforest and the layers that make it up: Herb, understory, canopy and emergent layer. Let's begin at the bottom, the herb layer. The rainforest floor is sheltered from the wind and because of the dense foliage there is little sunlight. It stays dark, even in the daytime. The temperature stays the same all the time and the air is humid. The rainforest soil is thin and infertile because the constant rain washes away the nutrients. There are many termites, earthworms, millipedes, beetles and wood lice. They live off the plant and animal matter that falls to the forest floor. Many different animals also live on the rainforest floor; gorillas, poisonous snakes, tapirs, pheasant and peacocks. There are also other insects that live on the floor: spiders, mosquitoes, katydids and hundreds of kinds of ants.

The next layer of the rainforest is called the understory. The sunlight barely reaches this layer so the plants have adapted to needing very little sunlight. One way they have adapted is some have very large leaves. This helps absorb as much sunlight as possible. Some animals that live in this layer are: orangutans, spider monkeys, langurs, macaques, tarsiers, tree frogs, flying squirrels, jaguar, ocelot and bats.

Near the top we have the canopy. The trees can grow as tall as a 17-story building. The treetops are flat. Two-thirds of the animals in the rainforest live in the canopy. Most of the jungles food is also produced here. There are gibbons, opossums, two-toed sloths, howler monkeys, parrots, woodpeckers, hummingbirds and toucans. Some of the insects that live there are butterflies, camouflaged moths, crickets, leaf caterpillars and red-beaked wasps. There are 20,000 varieties of orchids that grow in the canopy.

Above the top of the canopy there is one additional layer called the emergent layer. Some of the trees grow over 250 feet tall. The tops of these trees look like an umbrella and their trunks are long and slim. Many butterflies and birds of prey live in the top.

Snacks:

After learning about the rainforest have a tropical treat.

Make a trail mix using foods such as Brazil nuts, peanuts, coconut, banana chips and chocolate chips.

Tropical coolers: blend orange juice, pineapple juice, bananas, orange sherbet and milk.

Have a taste test of the foods that grow in the rainforest: bananas, pineapples, cocoa, oranges, sweet potatoes, avocadoes, peanuts, brazil nuts, vanilla, mangoes, papayas, etc.

Plant a Mini-Rain Forest

A terrarium is a small garden sealed in a glass container. Rich soil and moisture inside the jar make the garden grow quickly. In planting the garden, use wild ferns, violets, moss, small cuttings of evergreen, ivy, or any houseplant which will grow in water.

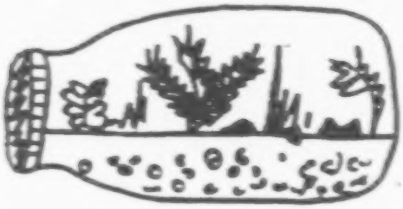
Materials: A clear wide-mouth glass gallon jar and lid.
Sand or bird gravel
A piece of burned wood or charcoal
A variety of plants

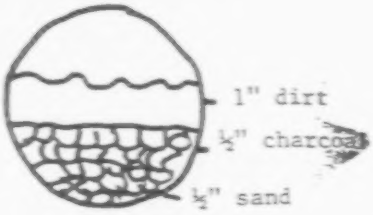
Instructions:

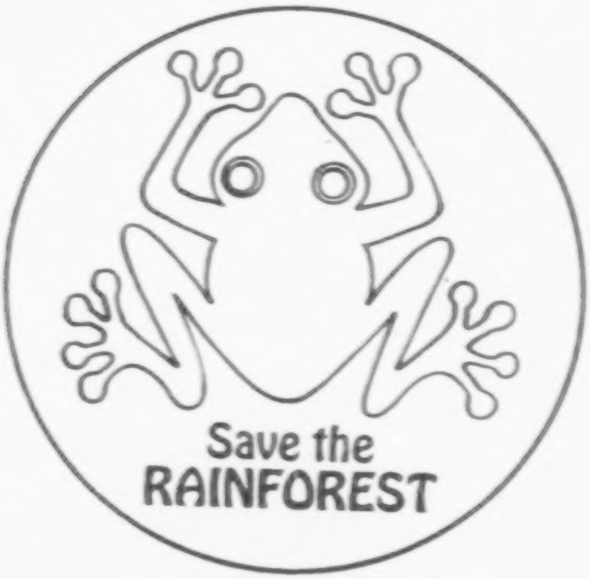
1. Place the jar, thoroughly clean, on its side on a wooden base.
2. Put a half-inch layer of sand or bird gravel in the bottom of the jar, as it lies on its side.
3. Crush a piece of charcoal or burned wood between newspapers and sprinkle a layer of charcoal over the sand.
4. Add a layer of rich dirt. The garden can be higher at the back side of the jar, but be sure that the dirt is smoothed away from the mouth of the jar, so it will not spill out.
5. Set your plants at least an inch deep in the soil.
6. Spray the garden with water. Do not get the dirt too wet.
7. Seal the jar with the lid and set the tiny greenhouse in a spot where it will get some sunlight each day.
8. Watch the garden daily for a day or two. If it appears to be too wet, take off the jar lid for a day or more until it dries out some.
9. The garden will grow for two or three months without having to be watered.

Copycat Magazine
Is a GREAT magazine for
All of your children's programs.

Copycat is published five times per school year: Sep/Oct, Nov/Dec, Jan/Feb, Mar/Apr, May/June.







GARDENING

Booklist

Burnie, David. *Plant.*
Carle, Eric. The Tiny Seed
Heller, Ruth. *The Reason for a Flower*
Krauss, Ruth. *The Carrot Seed.*
Merrill, Clair. *A Seed is A Promise.*
Mitgutsch, Ali. *From Seed to Pear.*
Webster, Vera. *Plant Experiments.*
Wexler, Jerome. *Flowers Fruits Seeds*
Wyler, Rose. *Science Fun With Peanuts and Popcorn.*

For teaching:

Brown, Sam. *Bubbles, Rainbows & Worms*
Moore, Jo Ellen. *Learning About Plants.*

Bowden, Marcia. *Nature for the Very Young.*

Fingerplays:

I dig I dig and dig and dig,
And then I plant some seeds.
I rake and rake and rake,
And then I pull some weeds.
The sun shines bright and warm,
The rain comes down, and so.
Right there before my eyes,
My seeds begin to grow.

(Make digging motions)
(Bend over and pretend to plant seeds with fingers)
(Make raking motions with long strokes)
(Bend low and make pulling motions)
(Make arms form a circle above your head)
(Bring arms down and wiggle fingers)

(Push fingers of left hand through fingers of right hand)

The Raindrops

When the flowers are thirsty
And the leaves are dry,

Merry little raindrops
Tumble from the sky
All about they splatter.
In their happy play
Til the bright warm sunshine chases them away.

(Open the hands, stretch them upward)
(Wiggle fingers)
(Wiggle fingers from side to side)
(Extend arms overhead)
(Hide fingers behind back)

On Top of Spaghetti (sung to the tune of "On Top of Old Smokey")

On top of spaghetti, all covered with cheese.
I lost my poor meatball, when somebody sneezed.

It rolled off the table, and onto the floor.
And then my poor meatball, rolled out of the door.

It rolled into the garden and under a bush,
And then my poor meatball, as nothing but mush.

The mush was as tasty,as tasty could be.
And early next summer, it grew into a tree.
The tree was all covered,with beautiful moss.
It grew lovely meatballs,and tomato sauce.

So if you eat spaghetti, all covered with cheese.
Hold on to your meatballs, and don't ever sneeze.

Activities

Plant a garden

Either from plant or seed. If you happen to have a place outside where you could do this, that would be great. If not, how about a container garden in a sunny corner? Start at the beginning of the Summer Reading Program. By the end of the SRP you could enjoy a few radishes, carrots, leaf lettuce, cherry tomatoes (started from a plant) or zucchini.

Have a program on edible weeds.
Nabhan (?)
Gathering the desert

Gibbons, Euell
Stalking the Wild Asparagus
Stalking the blue-eyed scallop
Stalking the healthful herbs

Mystery planters

Collect several different kinds of seeds-radishes, beans, beets, chard, and carrots. Mix them together. Plant them in planter boxes. Try to identify the plants as they come up. You could harvest some of the plants at an early stage to make room for some of the others to grow. Provide any bean plants with a pole to climb on.

Root View Box

With a box designed to bring the below-ground action of plants into view, the plant world takes on a new dimension.

According to teachers using the box, the vegetable world comes alive in the eyes of the children. Roots and tops are seen as one. Roots develop rapidly. There's a day-to-day change to sustain interest.

To get full exposure of root growth, the window or viewing side of the box must be slanted enough to force the roots to grow against the window.

Manufactured root view boxes are now available - complete with built-in automatic watering and soil mix.

One way to make the box is diagrammed below. The dimensions are not critical. The box can be any length. We like to use a 2-foot long box. It's easy to move around but long enough to show off a dozen root vegetables. With two boxes you can compare growth in different soils or with different rates or methods of fertilizing.

To make sure of success, use one of the scientifically blended "soil" mixes: Jiffy-Mix, Peat-Lite, Redi-Earth, U.C. Mix, Super Soil, Pro-Mix. Thoroughly dampen the mix before filling the box. Fill to near the top and water thoroughly to settle the soil. Sow seeds 1/4 inch from the glass or plastic. Cover the box with a plastic film to slow evaporation. Moisten top of soil when it becomes dry.

The window should be covered with a wood panel or a dark cloth drape except at viewing times, since roots of many plants tend to grow away from the light source. Boxes can be used to show many features:

How roots develop in an ideal soil.
How roots develop in a problem soil.
How water moves through various soil types.
How plants respond to fertilizers.

With two or more boxes you can set up a number of soil tests. For example, compare plant growth of lettuce in the synthetic soil with growth in your garden soil or with your garden soil mixed with compost or other organic matter.

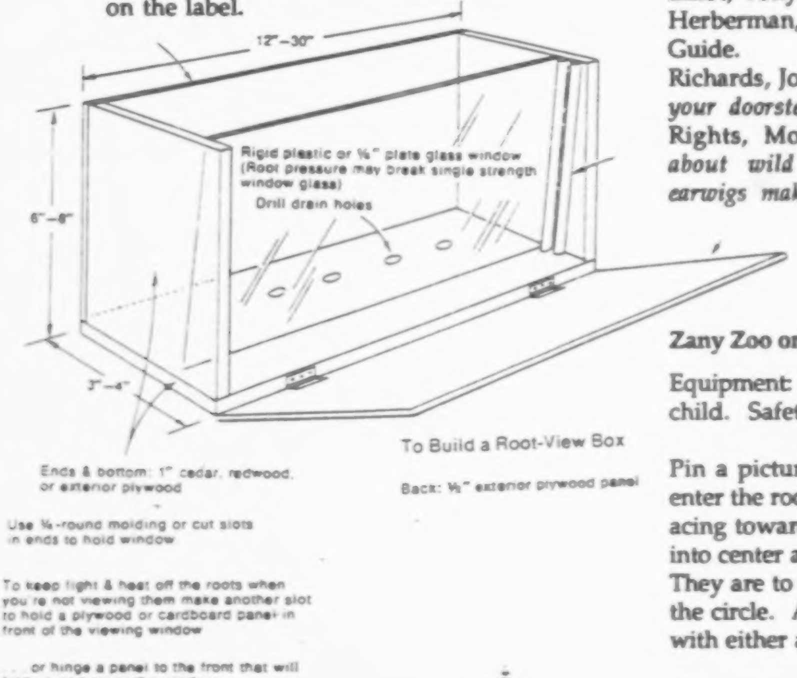
Or test one method of fertilizing against another. For example, try fertilizing with a liquid fertilizer at the rate and frequency called for on the label in one box and in the other apply at 1/2 the amount called for but twice as often.

Observation of the root growth of tomato transplants will tell you a lot about planting tomatoes. Plant one as you would any other vegetable and in the same box plant another deep in the soil. Watch to see if roots form all along the buried stem as well as spreading out from the root ball.

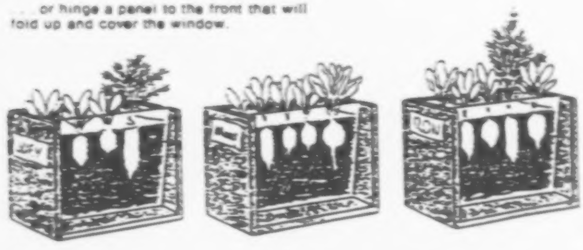
Experiments in rooting cuttings will open young eyes to another miracle. A piece of geranium or coleus "mother" plant, stuck into the planter mix will form roots and produce a duplicate of its mother. In growing cuttings, cover the box with polyethelene film to prevent the cuttings from drying out.

If the boxes must remain indoors at all times include chives, cress, leaf lettuce, endive and parsley in your planting. All of the root crops - carrots, beets, turnips - will need sunlight or an indoor grow-light.

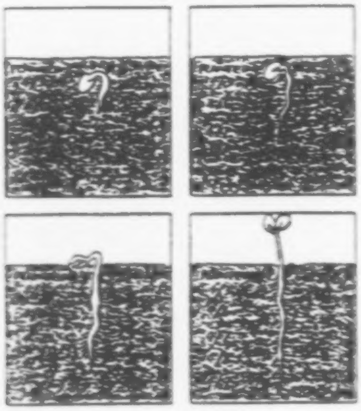
After the box has been in use for a month, some light fertilization will be necessary. Use a liquid fertilizer at the rate called for on the label.


12"–30"
6"–8"
3"–4"
Rigid plastic or ¼" plate glass window (Root pressure may break single strength window glass)
Drill drain holes
Ends & bottom: 1" cedar, redwood, or exterior plywood
Back: ½" exterior plywood panel
Use ¼-round molding or cut slots in ends to hold window
To keep light & heat off the roots when you're not viewing them make another slot to hold a plywood or cardboard panel in front of the viewing window
. . . or hinge a panel to the front that will fold up and cover the window.

To Build a Root-View Box



A Root Race



NATURE IN THE CITY
NATURE INTHE COUNTRY

Booklist

Elliot, Tony. *High Country Wildlife.*
Herberman, Ethan. The City Kid's Field Guide.
Richards, John. *Hidden Country: nature on your doorstep.*
Rights, Mollie. *Beastly Neighbors: all about wild things in the city or why earwigs make good mothers.*

Games

Zany Zoo or Who Am I? All ages

Equipment: Pictures of animals, one per child. Safety pins.

Pin a picture on each child's back as they enter the room. Stand in a circle, facing toward center. Have one child move into center and try to find out who they are. They are to ask questions of the children in the circle. All questions must be answered with either a yes or a no.

This game can be made very simple for young children by having a dog, cat, cow, horse, pig, etc. It can be made more difficult for older children by having more specific things-a killer whale, a bald eagle, etc.

Unnatural Nature all ages

Before program time choose an outside area to take a nature hike. Prepare the area chosen by placing different things out of place. For example, place a banana in an orange tree, some Christmas ornaments on a bush, tie a ribbon on a flower. Use your imagination. Take the group outside, saying "We're going on a nature hike. Can you find anything that is different, or doesn't belong?" If no one spots anything you could help give them clues. The only thing that limits this game is your imagination. It can be adapted for any age group.

Search and Sketch

Make one set of quests for each group playing

1. Find four signs of the current season. Make a collage out of the objects you find.

2. Locate four sources of air pollution. Draw pictures of them and list what you think should be done about them.

3. Find a step to sit upon. Close your eyes and listen for four sounds of nature. Draw pictures of what you think made these sounds.

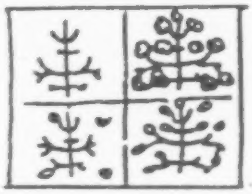
4. Listen to the birds. Draw a picture of one of the birds you heard. Find out where the bird lives or imitate its songs.

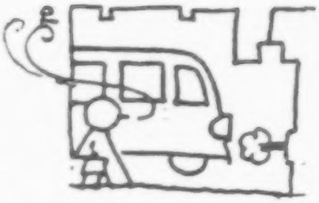
5. Search for three natural materials used by people and draw pictures of them and how they are used.

6. Find three creatures who are sources of food for wildlife. Draw pictures of the wildlife who use them for food.

7. ?

1.





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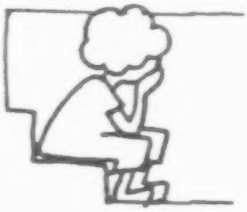

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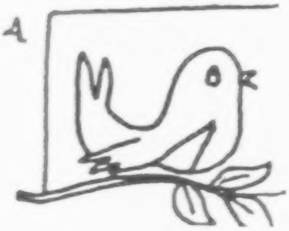

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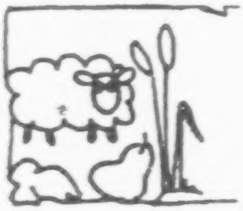

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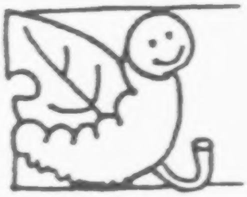


7.

Activities

Origami

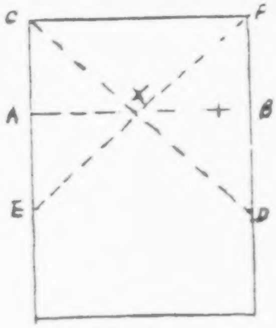
Origami is a Japanese word which means "paper folding." The art of Origami - folding paper into 3 dimensional shapes which represent people, animals, planes or delicate abstract forms - has been practiced in Japan and China for many centuries.

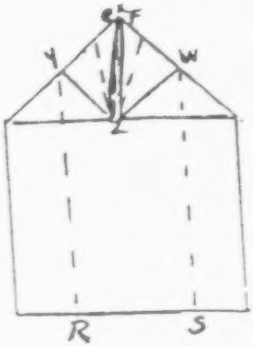
Materials: Paper and two hands. Any foldable paper of any size will do, but its best to use origami paper - a thin but stiff paper, colored on one side and white on the other. Colored construction paper can also be used. Another good source is gift wrap which is colored on one side and white on the other.

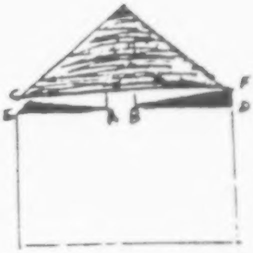
Start with a simple project first, such as a rocket ship (very simple) or the hopping frog. After these, try some more complex shapes. A kit, Origami, The Oriental Art of Paper Folding, with text by Harry C. Helfman is available from Questor (Child Guidance Education toys). try the local library for books on origami also.

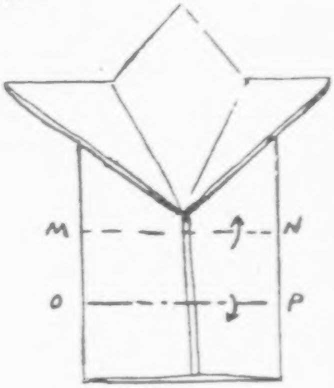
The Hopping Frog

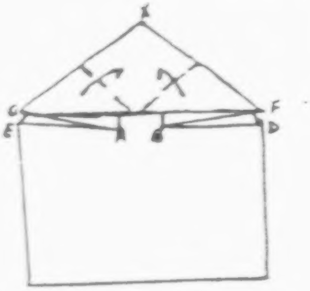
1. Use a 3 x 5 index card or fairly stiff piece of paper. Fold forward along line DC (F will touch E), crease, and unfold. Fold forward along line EF (C will touch D), crease, and unfold. Fold back along line AB, crease and unfold.
2. Push in on sides (from back of card) along lines AX and BX until figure 2 is formed. Smooth down top of figure.
3. Fold C forward to X and crease. Fold F forward to X and crease.
4. Fold edge CZ forward until it rests on YZ..Crease. Fold edge FZ forward until it rests on WZ. Crease. Fold forward on lines YR and WS. Crease. (Result as in figure 5.)
5. Fold forward on line MN. Crease.Fold back on line OP and crease.
6. Turn figure over and draw a face on it. To make the frog jump, push down gently on its back with a finger; then slide finger off. Get ready for the great jumping frog contest.

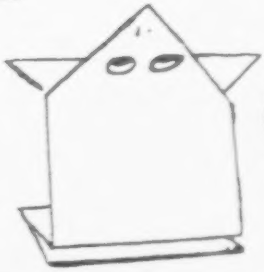






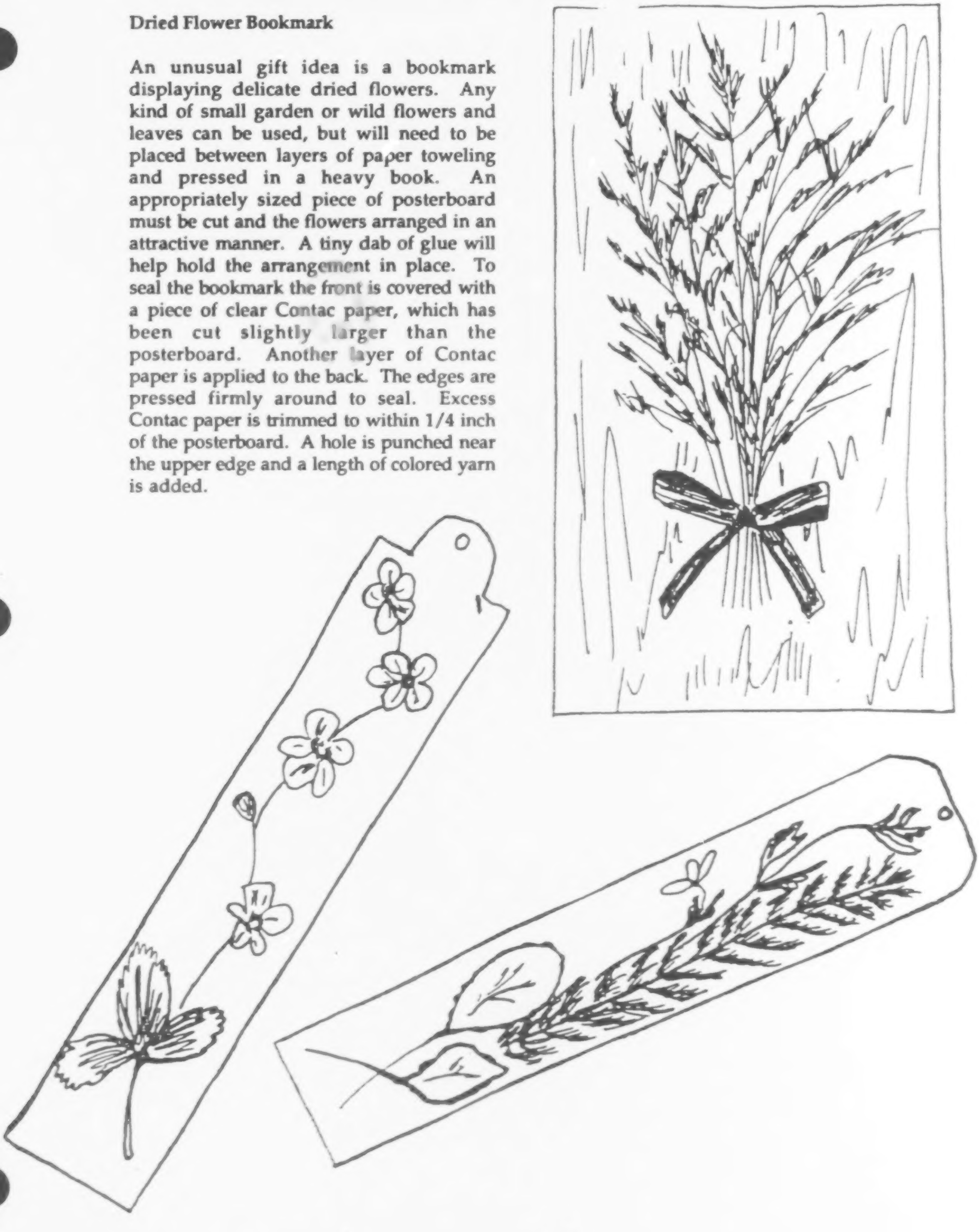






Dried Flower Bookmark

An unusual gift idea is a bookmark displaying delicate dried flowers. Any kind of small garden or wild flowers and leaves can be used, but will need to be placed between layers of paper toweling and pressed in a heavy book. An appropriately sized piece of posterboard must be cut and the flowers arranged in an attractive manner. A tiny dab of glue will help hold the arrangement in place. To seal the bookmark the front is covered with a piece of clear Contac paper, which has been cut slightly larger than the posterboard. Another layer of Contac paper is applied to the back. The edges are pressed firmly around to seal. Excess Contac paper is trimmed to within 1/4 inch of the posterboard. A hole is punched near the upper edge and a length of colored yarn is added.



Anu Acharekar, ABBE Regional Library (Edgefield) suggests using Monkey face as a drawing story or a flannel board story. Start with a basic animal face and add the features suggested by the other animals.

MONKEY FACE

by
Frank Asch

One day at school, Monkey painted a picture of his mother. On the way home he stopped to show it to his friend, Owl. "Nice Picture," said Owl, "but you made her eyes too small." (Monkey adds two big eyes)
How's that?" asked Monkey.
"Much better," said Owl.
When Monkey saw Rabbit sunning himself, he held up the picture for him to see.
"Looks just like her," said Rabbit, "except the ears are a bit short." (Monkey adds two big ears)
"How's that?" asked Monkey. "Big improvement," said Rabbit.
At the river bank, Monkey found Alligator and showed the picture to her.
"Pretty," said Alligator, "but she hasn't got much of a mouth. (Monkey adds big mouth)
"How' that?" asked Monkey. "Beautiful!" said Alligator.
As he walked on, Monkey met Elephant and showed him the picture.
"Good likeness," said Elephant. "But her nose is almost invisible." (Monkey adds big elephant nose to the picture)
"How's that?" asked Monkey. "Unforgettable," said Elephant.
Monkey couldn't wait for Lion to see his picture.
"You're a born artist," said Lion, "except for one thing - you've forgotten her fluffy mane." Monkey adds mane)
"How's that?" asked Monkey "Most becoming," said Lion.
When he was almost home, Monkey saw Giraffe and let him look at the picture. "Nearly perfect," said Giraffe, "but her neck needs to be a little longer." (Monkey adds long neck)
"How's that?" asked Monkey. "Truly elevating," said Giraffe.
Monkey ran the rest of the way. His lunch was all ready and his mother was waiting for him. "Look what I made in school today," said Monkey.
"A picture of you." "I love it!" said his mother.
"Just the way it is?" asked Monkey. "Just the way it is," said his mother. and she hung it on the refrigerator for everyone to see.

Jokes and Riddles

Filmore the Magic Flea
(traditional)

Pull this joke on your friends:

HOLD OUT YOUR HAND AS IF THERE WERE SOMETHING IN IT
SAY TO YOUR FRIEND: *"Do you believe i Filmore the magic flea?" [they should say no]*
SAY: "Let me show you!"
PRETEND TO PUT FILMORE ON THE TABLE, THEN HOLD UP YOUR FINGER. TELL "FILMORE" TO JUMP OVER YOUR FINGER!
SAY: *"Oh, he didn't make it! Why don't you hold his coat for him while he tries again."*
PRETEND TO HAND COAT TO YOUR FRIEND. TELL FILMORE TO TRY AGAIN!
SAY: *"Drat! He missed again! Why don't you hold his pants this time, he's going to try again."*
PRETEND TO GIVE PANTS TO YOUR FRIEND. TELL FILMORE - JUST ONE MORE TRY!
SAY: *"Yay! He made it! No do you believe in Filmore the magic flea?"* [friend should say no]
SAY: *"Then why are you holding his coat and pants?"*

DINO-TALES

Booklist

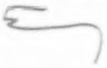
Greenberg, Robert *Tyrannosaurus Tex:* **Grade 1.**
Keller, Charles *Collosal Fossils: Dinosaur Riddles*
Kellogg, Steven *Prehistoric Pinkerton*
Kroll, Steven *The Tyrannosaurus Game*
Mansel, Dom *Dinosaurs Came To Town*
Most, Bernard *If the Dinosaurs Cam Back*
Four & Twenty Dinosaurs
Dinosaur Cousins

Activities

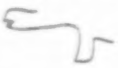
A Fossil Find
A Dinosaur Tell And Draw Tale

One day Bob and Fran went looking for fossils.

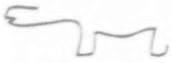
They walked down the hill to the end of the road but they didn't see any fossils.



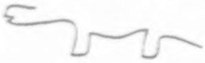
They decided to climb the hill when Fran spied something in the ditch.



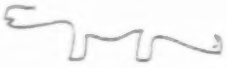
She climbed down to look, and found only a shiny rock.



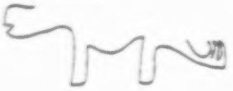
She climbed out and they continued;



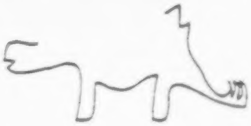
As they walked along Bob suddenly jumped down into the ditch to look closely at a rock.



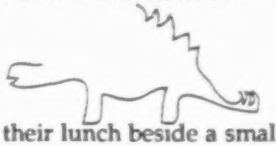
It was a small fossil. He picked it up and put it in his pocket.



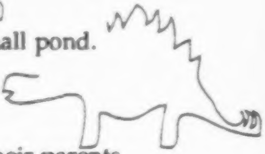
They walked up the hill.



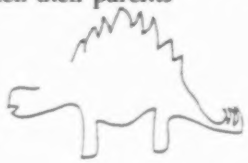
Uphill and downhill, uphill and downhill, uphill and downhill for quite a while.



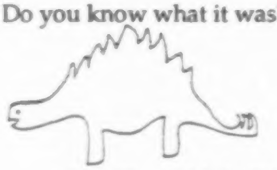
They ate their lunch beside a small pond.



And then hurried home to tell their parents what they found.



Do you know what it was?



The Three Little Dinosaurs and The Big Bad Tyrannosaurus

A Play For Puppets Or People
(Adapted from the story
The Three Little Pigs)

NARRATOR

Once upon a time there were three little dinosaurs. They lived with their mother in a cozy dinosaur nest. As the little dinosaurs grew older it became time for them to leave the nest and to go out into the world. Old mother dinosaur sent them off with words of caution.

Mother dinosaur and her three little dinosaurs enter.

MOTHER

"Goodbye my dears. Be sure to build a nest that's strong and secure so the Big Bad T

Tyrannosaurus can't blow it down."

THREE DINOS *(in chorus)*

"We will."

Exit mother. Three little dinosaurs pantomime skipping and jumping.

1st. DINO

"It's beautiful out here in the world. There's so much to see. Just look at that large ginkgo tree and see how our feet leave tracks in the mud."

3rd. DINO

"You can look at everything later. We should start to build our nests."

2nd. DINO

"It's more fun to make mud tracks than it is to build nests. There will be plenty of time to do that later. Come on and play."

3rd. DINO

"No thank you. First I'll build my nest cozy, strong and secure. Now let's see ... What would make a good nest? Hmmm... That's it, rocks and mud!"

Third little dinosaur exits looking for rocks.

1st & 2nd DINO

"What fun! Whee...!"

1st DINO

"I can make tiny tracks by walking on my toes."

2nd DINO

"Look at the size of these when I squish from side to side."

1st DINO

"Uh oh! It's starting to get dark and we haven't built our nests."

2nd DINO

"Let's ask our sister if we can stay with her tonight." "Oh, sister. May we stay with you tonight? We haven't had time to build our nests today."

3rd DINO

"I'm sorry, but there's not enough room. Perhaps if you hurry you can build a nest of your own."

1st DINO

"There are plenty of leaves. I will make a nest of them. It will be strong and secure enough for me."

2nd DINO

"Here are plenty of sticks. They will make a fine nest. It will be strong and secure enough for me."

NARRATOR

The two little dinosaurs quickly built their nests and were soon asleep.

Early the next morning, just as the sun began to rise along came the Big Bad Tyrannosaurus.

TYRANNOSAURUS

"Well, well, well. What have we here? It looks like a dinosaur nest made of leaves." "Dinosaur, Dinosaur let me in!"

1st DINO

"Not by the scales of my chinny, chin, chin."

TYRANNOSAURUS

"Then I'll huff and I'll puff and I'll blow your nest over!" "Huff! Puff!"

NARRATOR

As the nest of the first little dinosaur disappeared in the rush of wind she ran as fast as she could to her sister's.

1st DINO

"Help! Help! sister, please let me in. The Big Bad Tyrannosaurus has just blown over my nest."

2nd DINO

"Come in quickly. We should be safe here. My nest is built of sticks."

TYRANNOSAURUS

"Then I'll huff and I'll puff and I'll blow your nest over!" "Huff! Puff! Puff!"

NARRATOR

And the nest of the second little dinosaur quickly disappeared in the wind. The two little dinosaurs ran to their sister's nest.

1st & 2nd DINO

"Sister, sister, please let us in. The Big Bad Tyrannosaurus has just blown our nests over."

3rd DINO

"Come inside quickly! My nest is strong and secure. But we must have a plan. That Big Bad Tyrannosaurus may be very determined."

TYRANNOSAURUS

"Dinosaur, dinosaur, let me in!"

3rd DINO

"Not by the scales of my chinny, chin, chin."

TYRANNOSAURUS

"Then I'll huff and I'll puff and I'll blow your nest over!"

3rd DINO

"Go ahead and try. My nest is strong and secure!"

TYRANNOSAURUS

"Huff! Puff! Huff! Puff! Huff! Huff! Huff! Oh my, I'm out of breath and dizzy. This little dinosaur has a very strong nest. Perhaps I should come back tomorrow when I'm rested."

3rd DINO

"Big Bad Tyrannosaurus where are you going?"

TYRANNOSAURUS

"I must go home and get some rest. But, I'll be back tomorrow."

Tyrannosaurus exits.

3rd DINO

"Very well. We'll have a surprise for you then. Come sisters, we must gather more rocks and cover them with berries and mud. That big Bad Tyrannosaurus will be in for a great big surprise tomorrow."

NARRATOR

So, the three little dinosaurs gathered rocks of every size they could find, covered them with berries and mud, and stacked them beside the nest.

In the morning they were up early waiting for the Big Bad Tyrannosaurus.

1st DINO

"Here he comes."

2nd DINO

"We're ready."

3rd DINO

"Good morning Big Bad Tyrannosaurus."

TYRANNOSAURUS

(from off stage) "It will be better in a little while. Now where is that surprise you promised me?"

3rd DINO

"It won't be necessary for you to climb all the way up the hill for it. Just wait at the bottom and open your mouth very, very wide."

"Now sister, roll down one of the berry covered rocks."

Pantomime rolling down a rock.

"How did that taste, Big Bad Tyrannosaurus?"

TYRANNOSAURUS

"Very good and crunchy."

3rd DINO

"Open wide here come some more."

Pantomime rolling more rocks.

3rd DINO

"Well, Big Bad Tyrannosaurus, are you full yet?"

TYRANNOSAURUS

"Not Yet! I Want More!"

3RD DINO

"Very well, here comes a very tasty treat."

Pantomime rolling very large rock.

"How was that?"

TYRANNOSAURUS

"Delicious. But now I"m thirsty."

1st DINO

"Look, he's walking awfully wobbly."

2nd DINO

"I don't think he can keep his balance with all those rocks inside."

NARRATOR

The Big, Bad Tyrannosaurus waddled to the nearby river to get a drink but he was so heavy with rocks inside that he fell in and never bothered the three little dinosaurs again.

3rd DINO

"Come sisters, we have work to do. I"ll show you how to build strong, secure nests just as we promised mother we would!"

NARRATOR

A postscript. Millions of years later paleontologists discovered three well built dinosaur nests near the bed of an ancient river. An in the river bed they found the fossilized remains of a very Big, Bad Tyrannosaurus. It appeared that he had eaten rocks.

Fun With Food

Dinosaur Picnic

Invite children to bring their dinosaurs to the library for a dinosaur picnic. They may bring their own lunch in a decorated dinosaur bag or you may provide simple refreshments.

Edible Dinosaur Eggs

Hard-boil eggs. Gently crack shell but do not remove it. Dye in food coloring mixed in water and vinegar or in powdered drink mix and water as you would dye Easter eggs. Strong tea may also be used to dye eggs. Remember to remove shell before eating.

Stegosaurus Sandwiches

Cut stegosaurus shapes out of slices of bread. Cut small triangles of bread. Use peanut butter or cream cheese to "glue" triangles to stegosaurus for a three dimensional sandwich.

Primordial Soup (a delectable drink)

Mix powdered lemonade or other drink mix as directed. Just before serving chill with dry ice to make it 'smoke'.

Use caution and gloves when handling dry ice.

Dinotreats

Supplies:

- Dinosaur shaped cookies
- Rectangular shaped cookies (to use as background)
- Icing in several colors
- Small nut cups or plastic containers of icing for each child
- Popsicle sticks for spreaders
- Plastic baggies to carry cookie home
- Dinosaur cookie cutters

It's a good idea to have extra volunteers to assist with this activity.

Cover work surface with clean plastic drop cloth. Provide each child with a wax paper work surface.

Provide enough rectangular and dinosaur shaped cookies for each child to have at least one of each to decorate.

Decorate one cookie as background and add dinosaur cookies(s) to it. Permit each child to decorate at least one cookie.

Place in small plastic bag to take home.

FRIENDS

Booklist

Adler, Susan. *Meet Samantha: An American Girl.* **Grades 3 - 6.**
Adler, Susan. *Samantha Learns a Lesson.* **Grades 3 - 6.**
Aliki. *We Are Best Friends.* **Grades 1 - 3.**
Cohan, Miriam. *Will I Have a Friend.* **Grade 1 - 3.**
DePaola, Tomie. *Bill and Pete.* **Grades 1 - 3.**
Lobel, Arnold. *Frog and Toad Series.* **Grades 1 - 3.**
Lowry, Lois. *Anastasia's Chosen Career.* **Grades 4 - 6.**

Craft Ideas

Children of all ages like to have "special friends" for the times they are with other children as well as when they are alone. Below are a few ideas for "special friends: for anytime.

Finger Puppets

Materials:

colored paper
colored felt-tipped markers
scissors
glue
toothpicks
tissue paper

1. Fold a piece of paper in half. Draw a circle on one side. Trace around a quarter or a nickel. Cut out the circles.

2. Draw a happy face on one side. Draw a sad face on the other side. Use some colored construction or tissue paper for the hair. Glue the head to a toothpick.

3. For the puppets' bodies, use these patterns or design some of your own. Cut out rectangles of paper about the size shown.

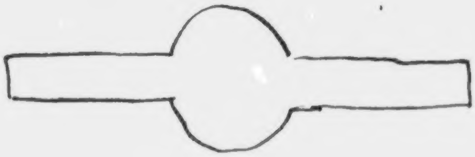
4. Start by dressing the puppet as you like. Use paper for ties, shirts, belts,

pants. Draw in details with felt-tipped markers.

5. Now roll the puppet body into a tube. Glue the edges together.

6. Place the tube over your finger. Put a toothpick between the puppet's body and your finger.

7. You can make your puppet happy or sad by turning its head:

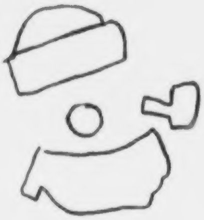


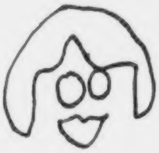
Ring People

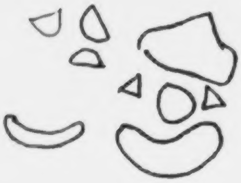
Material:

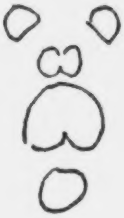
oak tag	colored paper
scissors	glue
tape	black marker
colored tissue paper	

1. Cut this shape out of oak tag



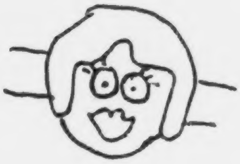


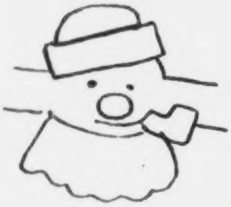


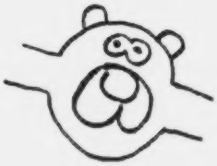


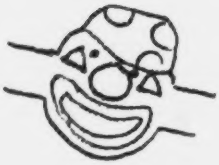
2. Cut out bits of colored paper for the face. You can start with these ideas or create some faces of your own. Glue the features of the face in place. Use the black marker to draw in the details.

3. Fit the ring around your finger. Overlap the ends. Join them with tape. Ring People make perfect finger puppets and "friends"!







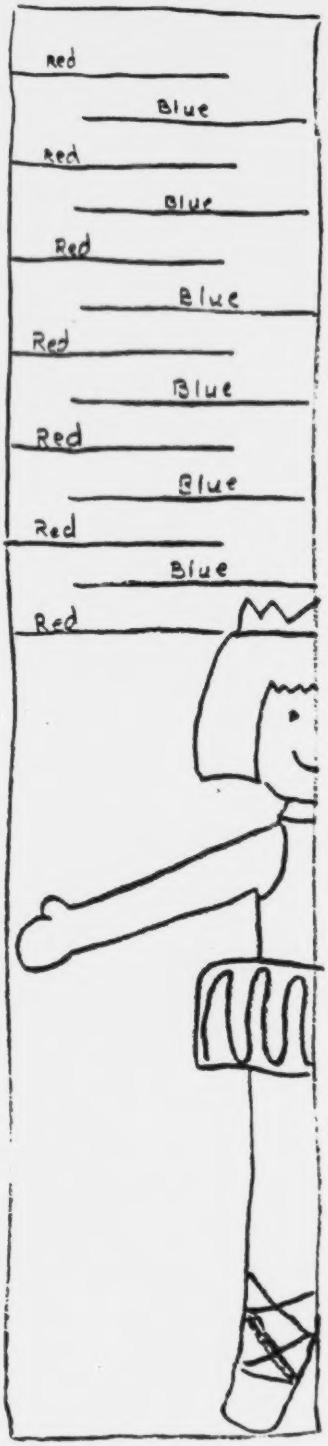


Dancing Ballerina
(this idea can be adapted for any current "hero" or "role Model")

Material:

sheet of paper	scissors
ruler	pencil
black marker	

1. Fold a sheet of paper in half, the long way.
2. Lay the paper down with the fold on your right-hand side.
3. Draw a ballerina on the bottom half of the paper, using the pattern shown here. Use a ruler to draw the lines on the top half of the paper.
4. With scissors, cut along the blue lines. (do not cut all the way across)
5. Now cut along the red lines and around the ballerina.
6. Slowly and very carefully, open the paper. With your marker, complete the other half of the ballerina. Start the music! Your ballerina is ready to dance.



ON SAFARI

Booklist

Aardema, Verna. *Bimwili & the Zimwi.* Grades Pre-School - 3.
Aardema, Verna. *Bringing the Rain to Kapiti Plain.* Grades Pre-School to 3.
Ardema, Verna. *Who's In Rabbit's House.* Grades Pre-School - 3.
Aardema, Verna. *Why Mosquito's Buzz In Peoples Ears. Grades Pre-School - 3.*

Lewis, Hugh. *Jafta & the Wedding.* **Grades Pre-School - 3.**
Lewis, Hugh. *Jafta's Mother.* **Grades Pre-School - 3.**
Van Allsburg, Chris. *Jumanji.* **Grades K - 4..**

For Storytelling

Appiah, Peggy. *Ananse the Spider.* **Grades 2 & Up.**
Arnott, Kathleen. *African Myths and Legends.* **Grades 4 & Up>**
Bryan, Ashley. *Lion and the Ostrich Chicks and Other African Folk Tales.* **Grades 2 & Up.**
Courlander, Harold& Herzog, George. *The Cow-Tail Swatch & Other West African Stories.* **Grades 2 - 4.**

For Listening and Acting Out

Scruggs, Joe. *Deep In the Jungle* (audio cassette tape)

Games to Play

Gryski, Camille. *Cat's Cradle, Owl's eyes: A Book of String Games .*

More Game Ideas

Monkeys in Trees **Grades K - 3**

10 or more players. Form groups of three, with any extra players going to the center of the play area. Have at least three people in the play area. Two players in each group raise hands to form a tree. The third player, the monkey, stands within the tree. At a given signal (clap, whistle, etc.) all monkeys must leave their trees and run for another one. Monkeys without trees after the change go to the center of the playing area. They stay there until the signal to change is given. Then they try to find an unoccupied tree.

Snake-in-the Grass

Choose someone to be the starter snake. Have the snake lie down on its stomach. Everybody gathers fearlessly around to touch the snake. (One finger will suffice) When the leader shouts, "Snake-in-the-grass" everybody runs staying within the bounds of the snake area, while the snake, moving on its belly, tries to tag as many as it can. Those who are touched become snakes too. Non-snakes run bravely around in the snake-infested area, take off shoes and watch out for fingers.) The atmosphere gets better as all the snakes are hissing. The last person caught is the first snake in the new game.

The Mosquito

(An African String Story)

A woman sat weaving one day, when suddenly she heard a buzzing noise.

She looked up and saw nothing, so she continued her weaving,

in

and out,

in and out.

The buzzing noise now got louder and the woman looked around again, but seeing nothing, continued her weaving.

In and out,

Up and around.

Suddenly the buzzing grew very loud. The woman looked at her weaving and saw.–

a giant mosquito!

The mosquito began to buzz around her head. It buzzed into her ears and under her chin. It buzzed in her hair and down her cheek. It was driving her crazy!

"I am going to catch that mosquito" said the woman. She waited until the mosquito flew right in front of her. Then she clapped her hands over–

and the mosquito

was gone!

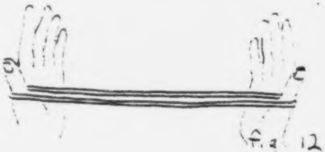


fig. 12

Loop string around two thumbs fig. 1

Lift both strings around back of left hand. fig. 2

Hook little finger of right hand under the two strands between left thumb and index finger. fig. 3

Pull right little finger (with string) back as far as it will go. Keep strings taut moving them as far down on the fingers and thumbs as they will go. fig. 4

Bring left little finger toward right palm and from the top, curl it under the two strands running from right thumb across the palm. fig. 5.

Move the left little finger, with string, back into position, so the hands are side by side, palms facing you. There should be almost no space between the hands. fig. 6

With the right thumb and index finger, pick up the two strands of string running from the left palm to the back of the left hand

Bring the two strings over all four fingers of the left hand and let go of them. fig. 7

Quickly wiggle both hands back and forth tightening the knot in the middle so that the figure ends up looking like a giant mosquito. If necessary, use your right index finger to ease the knot to the center. fig. 8.

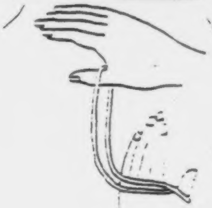
Move the "mosquito" close to the ears, chins, eyes, noses, hair, cheeks, of the individual children in the front rows of the audience. fig. 9.

Move two hands with "mosquito" all around through the air and end up right in front of your face.

Clap hands together. fig. 10

As hands begin to move apart, point little fingers slightly downward, releasing strings from little fingers as quickly and inconspicuously as possible. The "mosquito" will be gone. fig. 11, 12.

fig 1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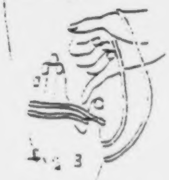
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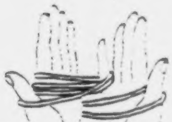


fig 4

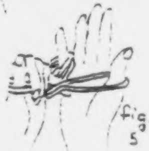


fig 5

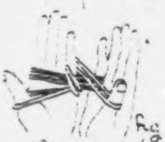


fig 6

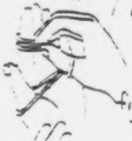


fig 7

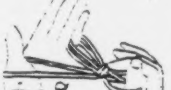


fig 8

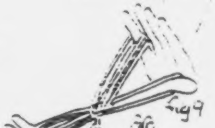


fig 9

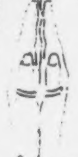


fig 10

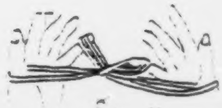
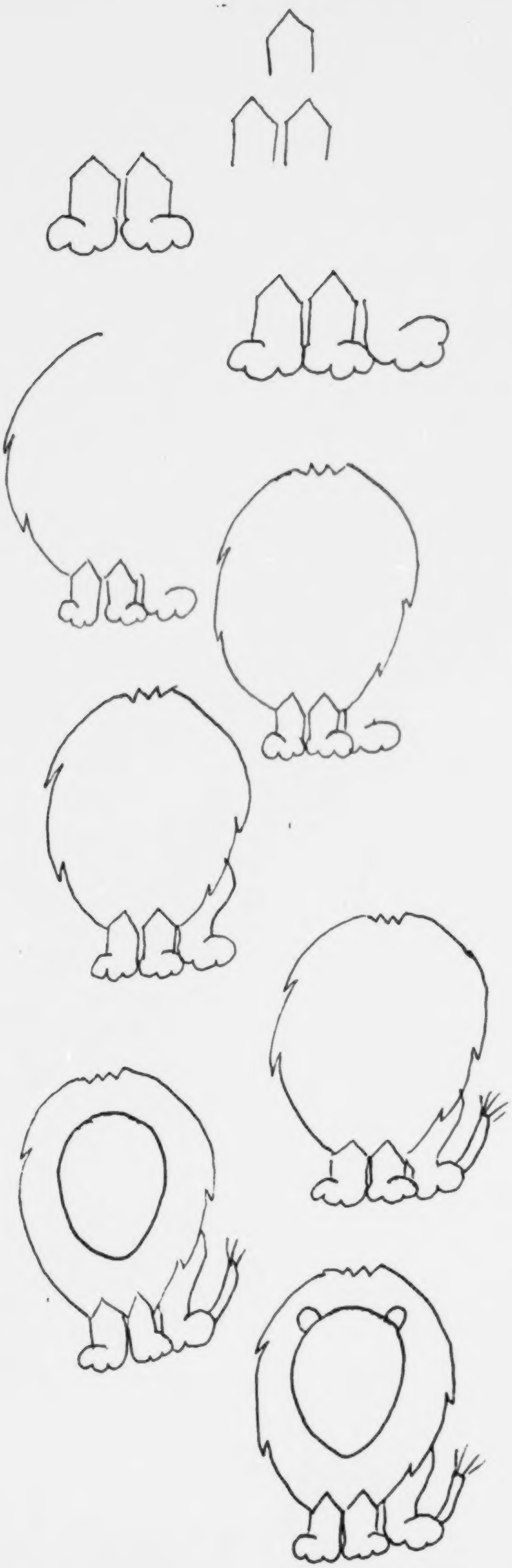


fig. 11

In Africa



Lindsay lived in a house on the edge of town. Here it is.

Her cousin David who was a very good friend lived right next door. Here is his house.

Both houses, had very pretty front yards.

Every summer after school got out they went to summer camp. They really liked the camp they went to. Especially the nature trail that wound through the woods.

But one year they decided that they had seen and done everything at camp. And maybe it would be fun to do something really different. How about a hunting trip in Africa? So they got on a plane and took off. Higher and higher into the clouds.

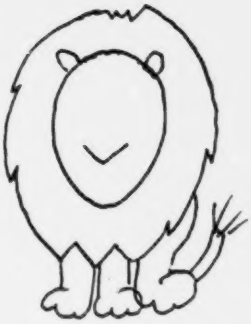
Sometimes they would feel a little bump as they flew over the ocean. But soon they landed in Africa and started on their hunting trip.

Right after they started they saw a big gray shape behind a bunch of trees.

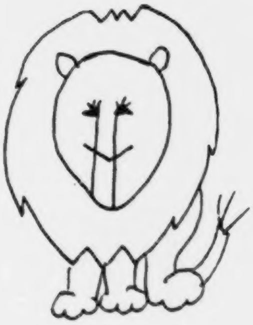
The thing raised up its trunk and they knew it was an elephant. Before they could shoot, the elephant sprayed them with water and ran away.

They knew they must be near water, and decided that would be a good place to look for animals. Sure enough they soon found a big pond.

Lindsay and David both hid behind some bushes and waited.

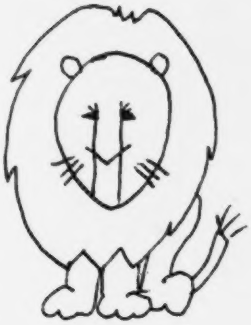


Before too long a head appeared on the other side of the pond. It had long sharp horns and they knew it must be an antelope.



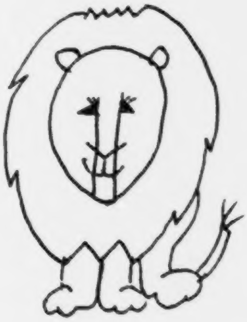
Then two long skinny necks appeared. On top of the necks were two heads...Giraffes. They aimed carefully but before they could shoot, the giraffes were gone.

Two more animals appeared, only far away all they could see were their striped coats.

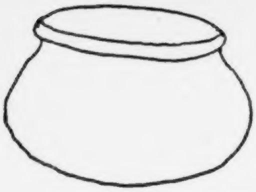


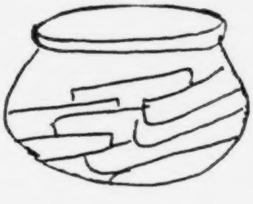
They finally grew tired of being so far from all the animals and decided to leave. Just as they did they heard a low growl, and turned to see a lion watching them. He smiled at them and they left.

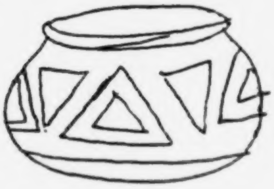
The lion was near enough to shoot, so of course they did. When they got home they had something wonderful to remind them of their trip to Africa. What do you think they brought home with them? A Lion skin rug? A stuffed lion head for their wall? No. They weren't using a gun. They were shooting with a camera. And they brought home a picture to remember the fun they had.



African Crafts





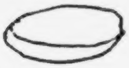


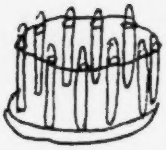
Paper Pottery **3rd Grade & Up**

The Africans made pottery of animal skins. They made clay forms and covered them with small, thin strips of animal skins. When everything dried they dug out the clay with an iron pin.

Using soft clay and newspaper strips you can make your own pottery.

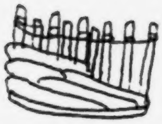
Shape soft clay into a jar with a wide opening. Put a thin layer of vaseline on the outside of the clay. Paste five or six layers of thin paper strips around the clay. Let dry for a few days. Carefully remove the clay from inside the pot. Paint a design when you are finished.

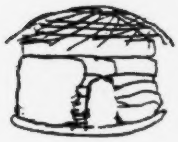




African Huts **4th Grade & Up**

Use clay (or for more authenticity use mud) to make a circle on a heavy piece of cardboard. Stick twigs into the clay, tie the twigs together to amke a frame. Cut strips of paper (newspaper will do) to cover the sticks. Don't forget to leave an opening for the entrance. Spread a thin layer of mud over the paper. Make a roof out of twigs, grass and mud. you could use all the huts and make a village. Let the children get as creative as they would like in helping set up the village.

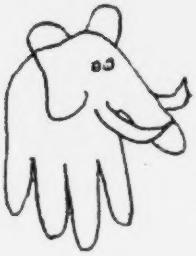




Handprint Elephant **All Ages**

Use tempra paint to make a handprint or just draw an outline of childs hand. Decorate handprint look like an elephant.

Easy enough for all ages.



WISHES AND DREAMS

Booklist

Hillert, Margaret. *Go to Sleep, Dear Dragon.* **Grades K - 2.**
Hyman, Robin. *The Treasure Box.* **Grades K - 3.**
Sendak, Maurice. *Where the Wild Things Are.* **Grades K -3.**
Van Allsburg, Chris. *The Polar Express.* **Grades 2 - 4.**

Craft Ideas

Paper Flowers

Colored paper and scrap paper
scissors
drinking straws
empty coffee can with plastic lid
pencil
glue

1. Draw the outline of a flower on a piece of scrap paper.

2. Trace your flower on a piece of colored paper that has been folded in half.

3. Cut out the flower. Cut through both halves of the paper. You will have two flowers of the same shape.

4. Glue the flowers to one end of a straw so they form a front and a back. Glue the front and back together.

5. Cut one or more leaves from green paper. Attach them to the straw with glue.

6. After you have made about three or four flowers, make some small holes in the coffee-can lid and stick the straws through them. Then put the lid back on the coffee can and admire your garden!

Lion Paper-Plate Mask

Materials:

paper plate	black marker
string	glue
pencil	colored paper

1. Hold a paper plate up to your face and gently mark where to cut holes for your eyes.

2. Cut out two triangle-shaped eyes. Outline them with a black marker.

3. Cut strips of yellow paper about 3 inches long by 1 inch wide. Curl each strip by running it along a pencil.

4. Cut out two pink circles. Color them black around the edges. Glue them in place for ears.

5. Cut out a red triangle and glue in place for the nose.

6. Add two orange circles for cheeks.

7. With black marker, draw jowls and two pointed teeth.

8. Cut long black strips for whiskers. Glue to either side of the lion's nose.

9. Cut out a rectangle of white paper. Make slits along one end. Curl each fringe with a pencil. Glue in place for the lion's chin beard.

10. Make a small hole at each side of the mask where your ears would be. Tie a string to each hole and tie the strings around your head.

Hanging Carrot Basket

Material:

a big carrot with leaves
four 12 inch pieces of yarn or string
four pushpins
knife

1. With a knife, cut two inches off the top of a big carrot.
2. Strip of the feathery carrot leaves. Do not remove the stems.
3. Carefully, scoop a hollow in the cut end of the carrot.
4. Press four pushpins into the sides of the carrot.
5. Tie one end of each piece of yarn to each pushpin.
6. Hang the carrot from a hook in a sunny window. Keep the hollow filled with water. After a while, new leaves will sprout, and you will have a beautiful plant!

Make Nutty Nellie from a Pecan

1. Tie a triangle of cloth around her head. Use glue to hold it in place.
2. Add two buttons for earrings. Sew the buttons to Nellie's bandana.
3. Paint a happy face!

Discover a New World at Your Library

August 3, 1992 marks the 500th anniversary of Columbus' voyage to the new world. What better way to show our thanks than spending time during Arizona Reading Program 1992 learning about Christopher Columbus?

Booklist

Adler, David. *A Picture Book of Christopher Columbus.* **Grades K - 3.**

De Kay, James T. *Meet Christopher Columbus.* **Grade 2.**

Fritz, Jean. *Where do you think you're going, Christopher Columbus?* **Grades 3 - 7.**

Greene, Carol. *Christopher Columbus: A Great Explorer.* **Grades K - 3.**

O'Conner, Genevieve. *The Admiral & the Deck Boy.* **Grades 5 - 6.**

Osborne, Mary. *Christopher Columbus: Admiral of the Sea.* **Grades K - 6.**

Richards, Dorothy. *Christopher Columbus, Who Sailed On!.* **Grades K - 4.**

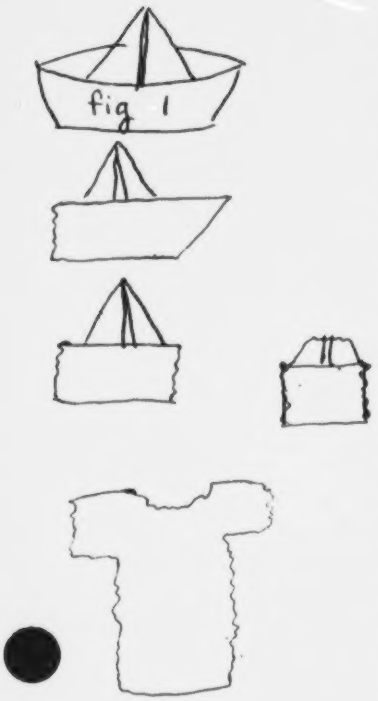
Weisman, Joanne. *Christopher Columbus & the Great Voyage of Discovery, With a Message from President Bush.* **Grades K - 6.**

Simple Compass

A simple compass can be made by rubbing a large needle about 20 times (in the same direction) across a bar magnet to magnetize it. Tape the needle to a small piece of cardboard and float it in bowl of water. The needle will always point in the same direction--north. By using a mariner's compass, Columbus could always tell which direction he was sailing.

Story

First make a paper ship as shown in fig. 1



One day a ship left to go sailing off the coast of Spain. The weather was fine and everything went well--at first! But soon black clouds filled the sky and a terrible storm hit the ship. In the darkness it hit a large rock (tear off front of the boat) Crash!! Now the bow was gone! The storm grew worse and all the sailors crowded into the stern but Crack!! Another rock (tear off the back of the boat) now the stern had disappeared under the waves. A great blast of wind and the bridge of the boat disappeared (tear off the top of your ship). Poor ship there was nothing left except the captain's shirt! (Unfold the rest of the ship and show the shirt)

Game

Columbus traveled in sailing ships, powered only by wind. Try this game just for fun.

Balloon Relay

Materials: A blown up balloon and a small piece of cardboard for each team.

Each team lines up and the first person on each team is given a balloon and cardboard. At the signal the racers fan the balloons to the goal line 15 feet away and back again. Each child hands the cardboard to the next person on the team. They repeat the same action until everyone has a chance. The players may not hit or push the balloon with the cardboard. They must move it just by flapping the cardboard to create a wind behind it. The first team to complete the race wins.

How about Columbus Trivia?

Ask simple questions about Columbus - what were the names of his three ships? When a child answers (or tries to answer) you could throw them a (hershey's kiss, or some other small treat.

*For more ideas see additional sheets at end of section

Program Ideas Just for 4th Grade and Up

If you have a great group of older kids and don't mind going to some extra work, here are four fun ideas that would give them a chance to expand their horizons. These activities will take more than one group time. For the balloon launch you will also need plenty of adult help. So if you are daring--go for it. Have a great summer!

ARE ALIENS STEALING OUR WATER?

Introduction

In this activity, students will compare the amount of water transpired by native plants and by plants alien to Arizona.

Outcomes

The student will be able to:

1. Measure and record the amount of water collected from a plant leaf.
2. Compute the percent difference in transpiration between and introduced plant and a native plant.
3. Graph the differences in transpiration between an introduced plant and a native plant.

Background Information

Plants native to Arizona usually have waxy or needle-like leaves and a small leaf area. These adaptations keep water loss low. Examples of native desert plants are creosote bush, brittle bush, mesquite, palo verde, ocotillo, yucca, and various succulents.

Plants "alien" to Arizona, usually introduced for landscaping and agriculture, include most broad-leaved plants such as mulberry, palm, eucalyptus, citrus, pecan, olive, cotton, and rose.

In some parts of Arizona, people are asked to use native plants for landscaping in order to keep water use low.

Materials:

Baggies
Pebbles
Twist-ties
Labels
Native plants
Alien plants

Procedure

1. Record the weight in metrics of each of two baggies containing a pebble and twist tie. Label each baggie with a plant name.
2. Place a baggie with pebble over the same amount of leaf area on each of two plants, one native and one introduced to the region. Secure with a twist tie.
3. Leave baggies on plants at least twenty-four hours .
4. Remove baggies from plants; weigh and record as in #1.
5. Compare the amount of water collected from the two plants.
6. If feasible, use some sampling techniques to count the leaves and estimate the amount of water transpired from the entire plant.

Extensions and Connections

1. Extend the time from twenty-four hours to two or more days.
2. Perform the experiment outside. Compare results with those from the indoor experiment.
3. Students might do this activity using plants found in and around their homes.
4. Vary the temperature to see how it affects transpiration. (Put a plant in the refrigerator; two days later put it in the sunlight).
5. Put baby oil on some leaves to simulate pollution.
6. Ask students to speculate how transpiration might affect heat and humidity in the desert. What affect might landscaping have on weather in an urban area? What might the effect be if alien plants continue to be introduced into the desert?

LAUNCH

Introduction

This activity involves students building miniature hot air balloons and flying them.

Outcomes

The student will be able to:

1. Formulate a hypothesis regarding why they usually see hot air balloons in our skies in the morning, but not in the afternoon.
2. Follow directions to successfully construct a hot air balloon.

Background Information

Hot air ballooning is a very popular activity in our state and a good opportunity to engage your students in a critical thinking activity in regard to air temperature density.

The accompanying design for miniature hot air balloons is adapted from an issue of *The Mother Earth News*, March/April, 1981. If you have a better design that uses less expensive materials, use it. Also, smaller or larger balloons can be made using the directions in this activity for a scale.

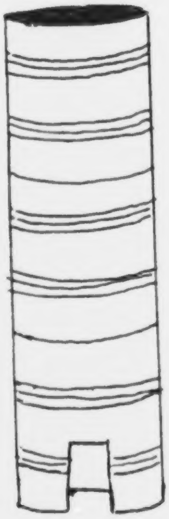
The lift of hot air balloons occurs because of the difference in air density between the inside and outside of the balloon. Less dense air tends to rise above more dense air. The greater the difference in density, from inside to outside the balloon, the greater the lift. Temperature directly affects air density. As air is heated, the molecules move faster and require more room, thus the air becomes less dense. It follows that the greater the temperature difference between the inside and outside air, the greater the lift. It is much easier to produce a significant temperature difference on a cool winter morning than on a summer afternoon.

Materials

1. Heat sources such as bunsen burner or propane torch
2. 20" x 30" tissue paper (7 sheets per balloon if suggested directions are used.)
3. 6' length of 14-gauge wire, or any thin and "light" wire
4. White glue
5. Tape (electrical or scotch)
6. Scissors
7. 3 large juice cans (46 oz.)
8. Duct tape
9. Punch type can opener and tin snips
10. Student activity sheet and procedures for balloon launcher.

Procedure

A. Assemble balloon launcher



1. Cut both ends from two juice cans
2. Cut one end from the third juice can
3. The third "bottom" can will also need a fire hole. Start this with a punch-type can opener and enlarge it with tin snips to about 7 cm square. See Diagram.
4. Tape the other two cans on top of the base can with duct tape.

B. Presentation
   1. Distribute materials and directions for balloon construction.

C. Launching
   1. Apply heat in the firebox.
   2. Instruct the students to hold the balloon until the tissue begins to feel warm and the balloon starts lifting. Then let it go!

Student Activity Sheet

Directions to construct your own hot air balloon

Materials

1. Seven sheets of 20" x 30" tissue paper
2. Six-foot length of wire
3. Glue
4. Scissors
5. Tape

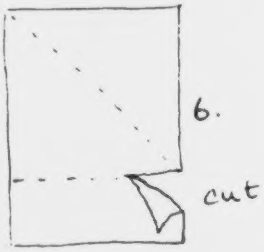
Procedure

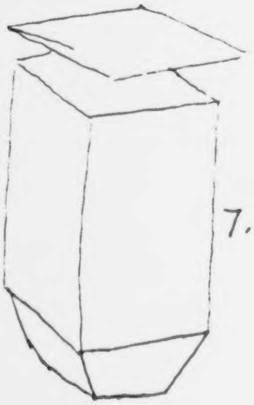
1. Lay out two sheets of tissue on top of each other, fold them in half and cut them along the fond.

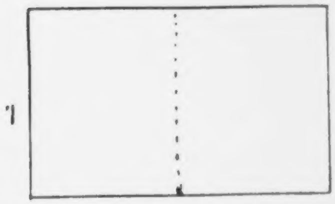
2. Put the four sheets in a stack and fold them in half twice.

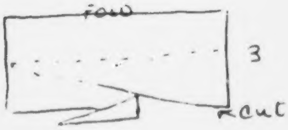
3. Open the second fold and make a crease at an angle as shown in the diagram. Cut the four pieces along the diagonal crease. When you finish cutting the four pieces should look like this.

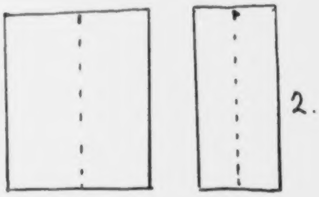
4. Next, glue each of your odd shaped pieces to a whole sheet of tissue. Use the glue sparingly and overlap the papers about one inch. You should end up with four panels like this.

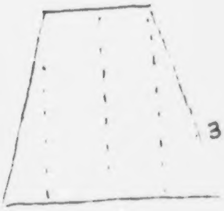


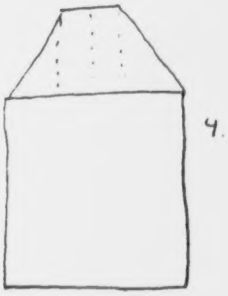


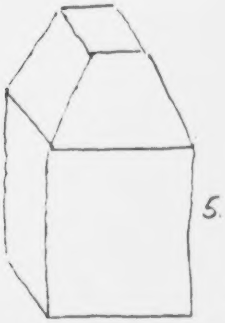












5. Each of the four panels from Step 4 make up the four sides of your balloon. To join them, run a bead of glue along the edge of the sheet and put them together with a one-inch overlap (one at a time). You should end up with a pointed stack like this. The pointed end is actually the bottom of your balloon.
6. We still need to cover the top of the balloon. Take your last sheet of tissue and make a diagonal fold as shown. Cut along the bottom of the folded over part and you will end up with a square piece that will be the top of your balloon.

7. Carefully apply glue (remember not to use too much so your balloon is not too heavy) to the four edges of your square piece and glue it to the top of your balloon.

8. Bend your six ft. length of wire in half, twist and bend it into a circle. Tape this wire ring around the opening of the bottom of your balloon.

Your balloon should be ready for launch!!!

WORMY WIGGLES

Introduction

This activity involves setting up and maintaining earthworm farms using three different types of Arizona soils.

Background Information

The three basic types of soils are sand, silt and clay. each soil has characteristics that depend upon the relative amount of the soil types it contains. Arizona's agriculture is dependent upon soils that are in good condition. Worms play an integral part in keeping soils in good condition by mixing and breaking down organic materials within the soil.

SAND:	2 TO 0.05 mm in diameter feels gritty and is non plastic or sticky when
SILT:	.05 to .002 mm in diameter, feels smooth and powdery or flower-like
CLAY:	.002 in diameter, feels smooth, sticky and plastic when moist.

Materials

1. Glass gallon jars with wide mouths
2. Sand, pebbles
3. Arizona soil (3 parts; 1 part each of: sand, silt, clay)
4. One part Humus (decayed vegetable matter)
5. Earthworms (36 per group)
6. Black paper
7. Rubber bands
8. Spray bottle
9. Wooden block to fit inside glass gallon jars
10. Scale and centimeter rulers

Procedure

1. Obtain material required
2. Direct the groups of students to put a large block of wood or tube in the center of each jar before adding other materials in order to force the worms to the other materials in order to force the worms to the outside. Place a layer of pebbles in the bottom of each jar. This layer should be 5 cm deep (use ruler to measure). Add a layer of sand. Fill the jar with soil (one type in each jar used), to within 5 cm of the top. Label each jar with soil type.
3. If damp soil was used - mist with water - otherwise wet the entire jar of soil. (Caution do not saturate soil materials.
4. Cover each type of jar with black paper.
5. Put up to one dozen worms in each jar.
6. Put a layer of damp leaves on top (one leaf thickness).
7. About 2-3 times per week add 1 oz. finely chopped organic matter (such as bread crumbs, bits of fruit, brown sugar, leaves and coffee grounds) - mist lightly.
8. Remove the paper for a few minutes every other day to observe the changes that occur.
9. After two weeks, compare all three earthworm farms and discuss differences.

UNDERNEATH

Introduction

This activity involves growing bean seeds in the earthworm farms constructed in another activity titled "Wormy Wiggles".

Background Information

Earthworms are an important "earth Mover" and decomposer. They loosen the soil as it becomes aerated. Not all soils are the same consistency. Soil particles range in size from sand 2 to .05 mm in diameter to clay.002 mm in diameter. This activity will allow the students to "see" for themselves how our different soil types can be helped by earthworms introduction. Agriculture is an important industry in Arizona. Arizona students need to understand the important role earthworms have in our Agricultural Industry.

Materials

1. Bean seeds
1. Measurement devices (metric)
3. Earthworm Farms (constructed in activity entitled "Wormy Wiggles"
4. Wall chart

Procedure

1. Obtain bean seeds.
2. Prepare wall chart.
3. Distribute bean seeds to students. Students plant seeds 5.0 centimeters deep close to outside edge of jar so roots will be visible through the glass gallon jars (always return jar cover).
4. Add only enough water to thoroughly moisten soil. Allow seeds to germinate (3 or 4 days).
5. Uncover the earthworm farm and observe plant growth weekly. Some jars will have several plants germinate.
6. Have students record growth information for each type of soil on wall chart.

PARTIAL PROGRAM IDEAS

Imagination

Any number of finger puppets can be made and a story acted out on the spot. Some children need prompting to make up a story on short notice. Make sure you have lots of ideas handy for them.

Indoor games or games that can be played in small areas are great for this program day. Even "pattycake", jacks or some other "old-fashioned" games can be fun. It also helps to continue these types of things from one generation to the next.

Shadow plays or puppets shows involving the children can be a lot of fun. With or without a written script, imaginations can run wild!

Dried apple dolls can be made from a good sized, peeled apple. It will shrink as it dries and then the children can stick it on a pencil or small dowel rod, dress it and make up a story about it.

Recycling

Plastic foam, milk cartons, paper towel rolls, toilet paper rolls, toothpaste boxes, oatmeal boxes, bottle caps or any other item that goes into the trash can be recycled into racing cars, ferryboats, boats, soldiers, or ornaments. These are especially useful to have "Christmas in the Summer" where children can make something for the ones they love without spending a lot of money.

Make Believe

Any animal can be made into a paper plate mask with very little difficulty and a lot of fun and imagination.

Rocks can be used to make animals. Dogs, cats, penguins, birds, anything that is in anyone's mind.

This topic is only limited by your own imagination! Check all craft books or cub scout manuals for ideas if you draw a blank. Let your imagination run wild!

The Ocean **Grades K - 4**

There are some great ideas for this in:
Armstrong, Beverly's book *Build a Doodle Ocean*. **Grades K - 4.**

Game

Submarine

Equipment: Newspaper, lightweight paper bag

Children stand in circle around room. Area is marked off to represent ocean and land. Large sheets of newspaper representing icebergs are placed haphazardly on the floor. two children are chosen: one as submarine, one as navigator.

Navigator must direct submarine (who has bag over head and can't see) around the icebergs using only verbal commands. Navigator must stay on land at all times.

Predator and Prey

Begin by talking about the difference between predator and prey. You could show the difference between a herbivore, a carnivore and an omnivore. If possible you could show skulls from each of the groups. Then play Predator and Prey.

Take a small group of children and have them sit and form a 10 foot circle. Blindfold one child as the predator. Have the predator go into the center of the circle. The predator could decide what type of predator he would like to be and what prey he would hunt. Choose one child to be the prey. Place the prey in the circle. Both predator and prey must be on their hands and knees inside the circle. The children forming the circle are to keep totally silent while the predator stalks his prey so they do not throw him off the track. Give the predator a specified amount of time to catch his prey. Give him two tries. If he does not succeed, choose a new predator. If he catches his prey the prey can become the predator. Try to give everyone a chance.

Endangered Animals

Learn more about some endangered or extinct animals. A great one for Arizona would be the Tassel-eared Kaibab Squirrel of the Grand Canyon.

Desert Ecology

Grow your own frogs (from tadpoles). If you can obtain some tadpoles, set up an aquarium in the children's area for observation. Expand on this any way you like.

Cactus: many of our native cactus are endangered and they are all protected by law. Discuss why and possible ways to help.

Creepy crawlies: have a local pet store or wildlife center bring in some snakes, turtles, lizards, etc. to show.

Rocks and Minerals

Do you know a "Rock Hound" who would be willing to come and share with your group? You could also have kids bring special rocks from home. For a craft you could decorate and make PET ROCKS!

Talk about acid rain and how it affects building, statues and even tombstones that are made of marble. Do this acid rain test.

Acid Rain Test

You'll Need: small clear cup, antacid tablet containing calcium carbonate, tablespoon, white vinegar.

Follow the steps below to see how strong an acid can be.

1. Put the antacid tablet inside the cup. The tablet contains calcium carbonate. Many buildings are made of sandstone, marble, and limestone. These stones also contain calcium carbonate.

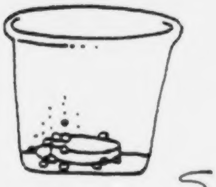
2. Pour 1 tablespoon of vinegar (a mild acid) over the tablet. What do you observe: Do you see bubbles? What is happening to the tablet?

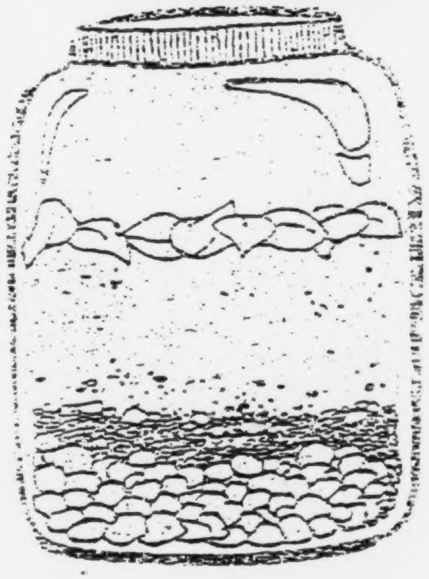
3. Now put the cup in a window which gets direct sun. Observe what happens in two days...in three days.

4. What happens to the acid? What happens to the tablet? You should notice a soft, flaky powder remaining.

5. In what way is vinegar like acid rain?

6. Do you know what effect acid rain has had on historic monuments like the Statue of Liberty?



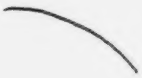


Underneath Project

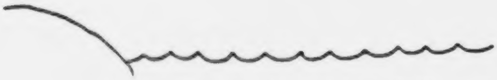
week	Sand Jar 1	Silt Jar 2	Clay Jar 3
1			
2			
3			
4			
5			
6			

CHRISTOPHER COLUMBUS

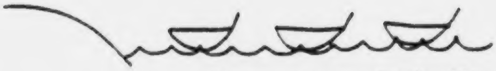
(for Columbus Day)



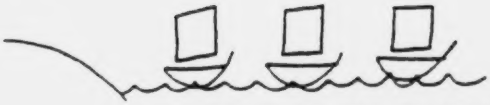
Christopher Columbus sailed west one day from Spain.



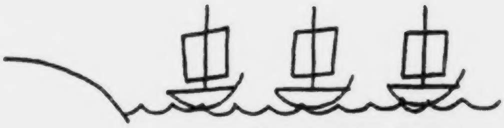
He hoped to find the Indies across the bounding main.



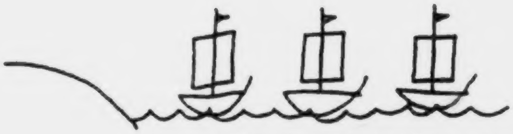
Columbus had three little ships. I'll draw them now for you.....



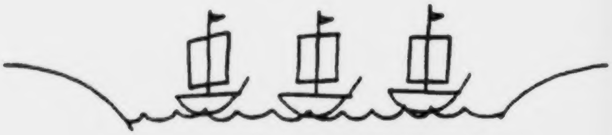
The ships had sails a bit like this....



....and masts and rigging too.



At last with Spanish flags raised high ....



....they came to land one day. East Indies? No, America was standing in the way.

Columbus didn't know that back in

1492

But I know and I'll remember on October 12, won't you?

How long did it take Columbus to reach the new world?

_ _ _ _   _ _ _ _ _ _ _   _ _ _ _   _ _ _ _

A I R A M A T N A S

N T A L F O S T U U

E A N I N S N Y R B

W L C I N A D E T M

W Y R J P D N R Y U

O E E T S H I P K L

R E W T Y H A A I O

L S P I C E P A N C

D N U O R I S H G S

Find these words horizontally, vertically and diagonally. Unscramble the remaining letters to solve the clue.

Columbus
Flat
Spain
Spice

Nina
Money
Italy
Crew

Pinta
Indians
Ship
King

Santa Maria
New World
Round
Sail

BEST COPY AVAILABLE

GOING AROUND with COLUMBUS

Go around the world and find out what these words are worth. Do at least five of them. Can you do them all?

*COLUMBUS = 65
10+5+10+5+10+10+5+10

SHIP = ___

MONEY = ___

NINA = ___

SAIL = ___

SPICES = ___

SANTA MARIA = ___

KING = ___

ROUND = ___

PINTA = ___

INDIANS = ___

Vowels (A E I O U) = 5 points

Consonants (except VWXYZ) = 10 points

VWXYZ = 3 points[81]

Unscramble the Columbus Code

Unscramble each word. Then place the circled letter at the bottom to discover the secret message.

tnSaa raMia 1. S a n ⓣ a / M a r i a

hiSp 2. ___ ◯ ___ ___

aWret 3. ___ ___ ___ ◯ ___

lrWod 4. ◯ ___ ___ ___ ___

naecO 5. ◯ ___ ___ ___ ___

ouArnd 6. ___ ◯ ___ ___ ___ ___

Slia 7. ___ ___ ___ ◯

nnIisda 8. ___ ___ ◯ ___ ___ ___ ___

iKng 9. ___ ◯ ___ ___

slIbeaal 10. ___ ◯ ___ ___ ___ ___ ___ ___

wCre 11. ___ ◯ ___ ___

eonyM 12. ___ ◯ ___ ___ ___

moCluubs 13. ___ ___ ___ ◯ ___ ___ ___ ___

atniP 14. ___ ___ ◯ ___ ___

nrefdinad 15. ___ ___ ___ ___ ___ ___ ___ ___ ◯

---

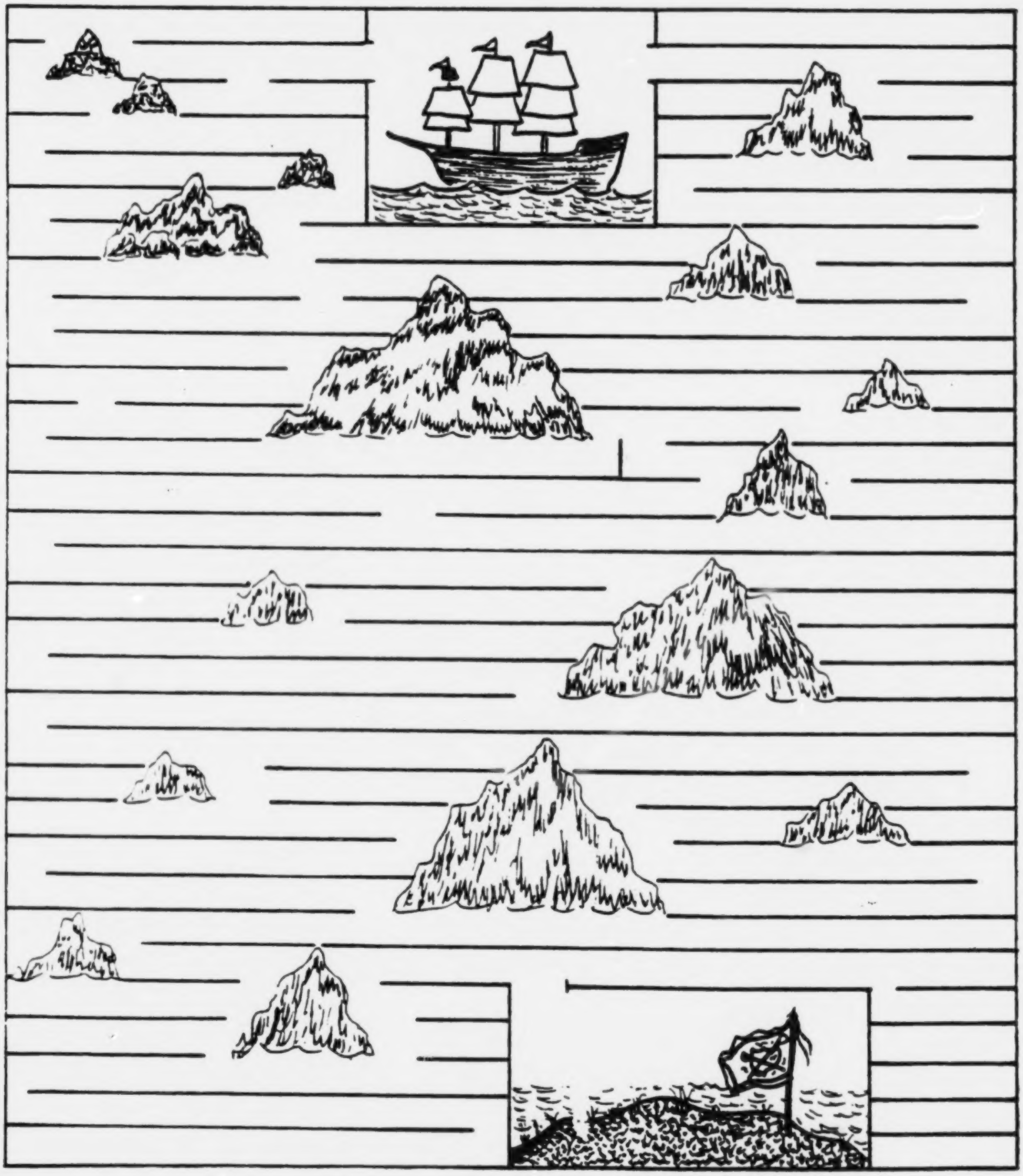
message:

___ ___ ___   ___ ___ ___ ___ ___   ___ ___   ___ ___ ___ ___ ___

1 2 3   4 5 6 7 8   9 10   11 12 13 14 15

Looking for New Worlds!

Columbus can't find his way to the New World. Can you help him?



Woven Bag

Materials needed:

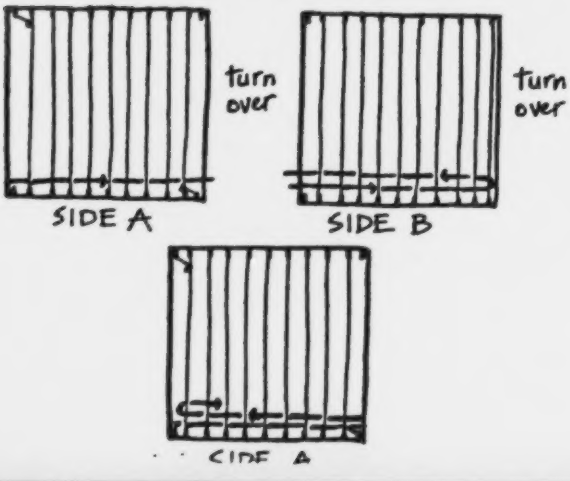
- Stiff piece of cardboard
- Scissors
- String
- Yarn

Procedure:

1. Use a square or rectangular piece of cardboard. Cut an ODD number of notches 1/2" apart at the top and bottom. Start the notches close to the side edges of the cardboard.

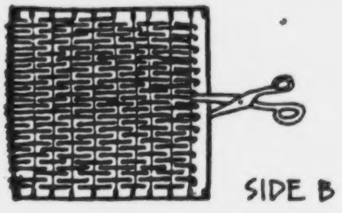
2. Wind your warp around the front AND THE BACK of the cardboard. Tie off the ends the same way.

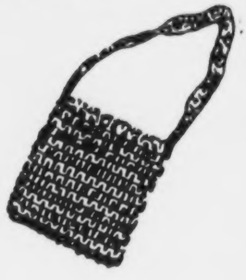
3. Weave row 1 across side A, then turn over and continue weaving on side B. Make sure that if your last thread on side A was OVER the warp string that your first one on side B is UNDER it. When you reach the end of the row on side B, don't turn the cardboard over. Weave BACKWARD (right to left). When you get to the end of the row, turn over and continue weaving on side A. Make sure again to go over the warp string if your last thread on side B was under, or under the warp string if your last thread on side B was over it. When you get to the lift edge of side A don't turn the cardboard over. Weave back, left to right, just as you did the first time. NOTE:: Side A has an odd number of strings. Side B has an even number. Keep weaving this way until you get to the top of the cardboard. One whole edge of the cardboard will be exposed.



NOTE: Side A has an odd number of strings. Side B has an even number.

4. To remove the bag from the loom, cut the cardboard down the center. Gently work the strings out the notches with our fingers and pull the cardboard out. Your bag will be already made!





5. Make a handle by braiding some yarn and sewing it on.

Beach Bag

Materials needed:

- 12 plastic holders (used to carry a 6-pack of pop)
- yarn (any color)
- scissors
- cord

Procedure:

1. For the front, lay six of the plastic holders side by side.

2. For the ties, cut the yarn into many 5" long strips.

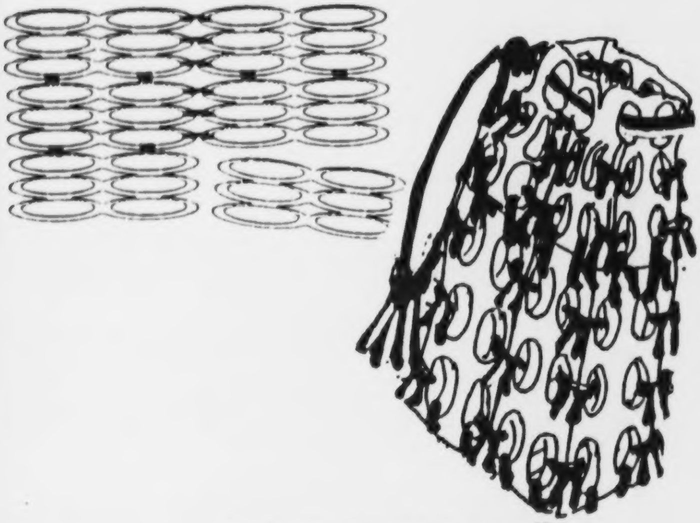
3. Begin tying the holders together, making bows.

4. For the back repeat, tying the other six holders together.

5. To join the front to back, lay front on top of back.

6. Tie the sides together: tie the bottom together, leaving top open.
7. For the handle, cut a 4' piece of cord.

8. Weave the cord in and out of the holes at the top of the bag, pull the drawstring cord and tie together.[85]



Milk Carton Bird Feeder

Material needed:

- 1 half-gallon milk container
- string

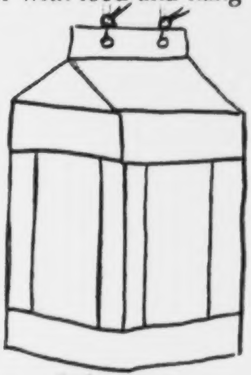
Procedure:

1. Cut out the four sides of a half-gallon milk container.

2. Make two holes in the top of the container.

3. Tie a long string through each hole.

4. Fill the bird feeder with food and hang it outside.



Plastic Container Bird Feeder

(Cheese, Margarine, or Yogurt)

Materials needed:

- 1 plastic container
- string

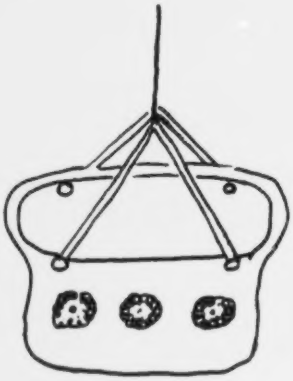
Procedure:

1. Make four holes in the container.

2. Tie strings through holes.

3. Fill with small pieces of nuts, apple or suet.

4. Hang outside.



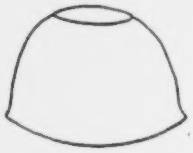
Bowls

Materials needed:

- bowl (any size)
- newspaper

Procedure:

1. Choose a bowl for a pattern and place the bowl upside down on a flat surface.



2. Use 8 single sheets of newspaper. Place each sheet, as you use it, in a large container of warm water. Make sure each sheet is completely wet before using.

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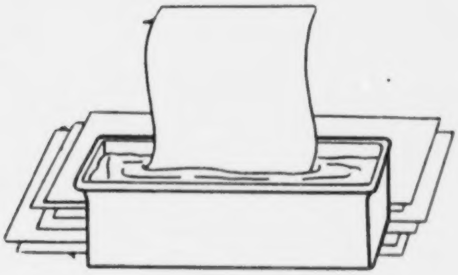
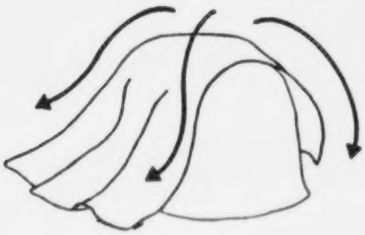
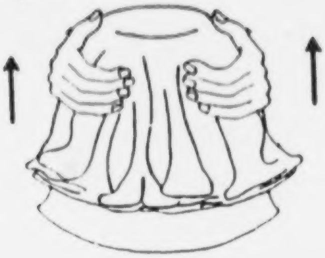
[85] Source *Pack-o-fun* July/Aug.



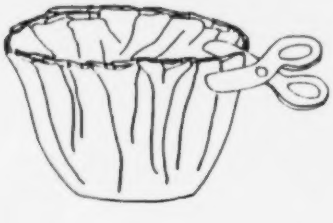
3. Lay one sheet of wet newspaper over the bowl, and press down firmly along the edges of the bowl. Lay another sheet of wet newspaper over the bowl, alternating the direction from the first sheet.



4. Press down firmly and smooth out the edges. Repeat this procedure until the 8 sheets of wet newspaper have been used, making sure to alternate the direction of each layer.



5. Allow to dry. The newspaper bowl will lift off when dry. Trim the edges with scissors.



6. Paint and decorate as desired.

Caterpillar

Materials needed:

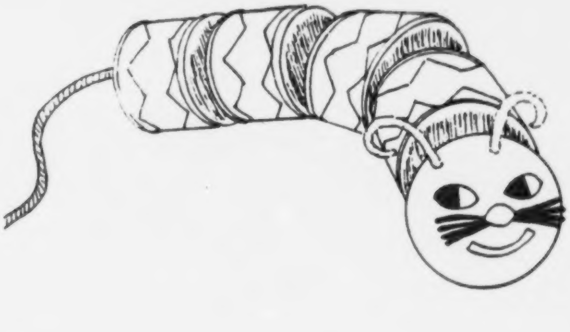
- 1 old pair of pantyhose (the kind without a woven heel)
- 1 3" ball (papier-mache) (any recipe)
- 4 small cans (tuna or vegetable cans work well)
- 2 pipe cleaners
- scrap of felt
- rubber bands
- glue

Procedure:

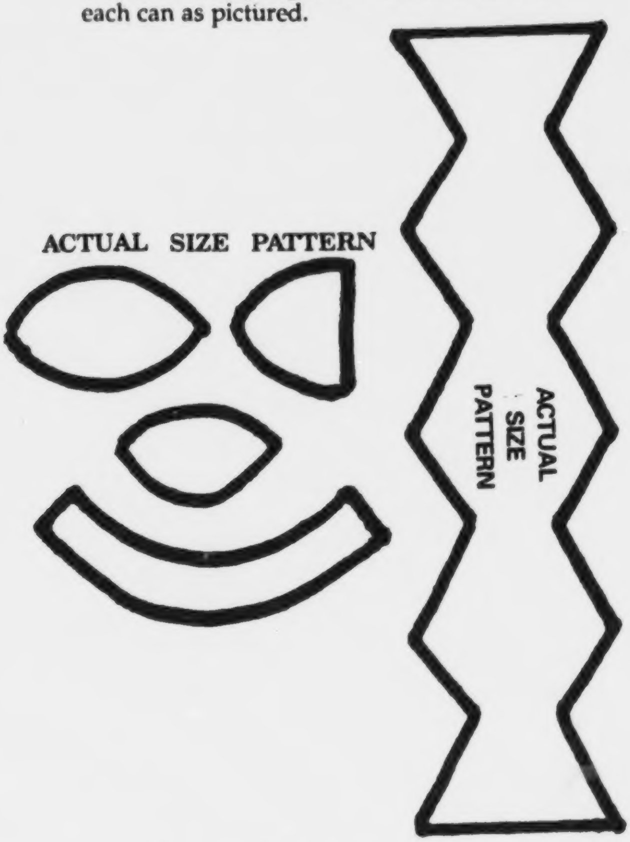
1. For the head cut off the pantyhose at the top of the leg. Place papier-mache ball into toe. Wrap a rubber band behind the head.

2. For the body, place one can, bottom towards the head, in the hose. Wrap the rubber behind the can. Do the same for the other three cans.

3. For the tail, twist the rest of the hose tightly and wrap with rubber bands.



4. For the face, trace and cut pattern from felt, glue to the head. Push two pipe cleaners into head for the antennae. Trace and cut the body segments. Glue one around each can as pictured.



Cup and Tube Flip Game

Materials needed:

- yogurt container
- 24" shoelace
- Paper-towel tube
- 2 paper fasteners

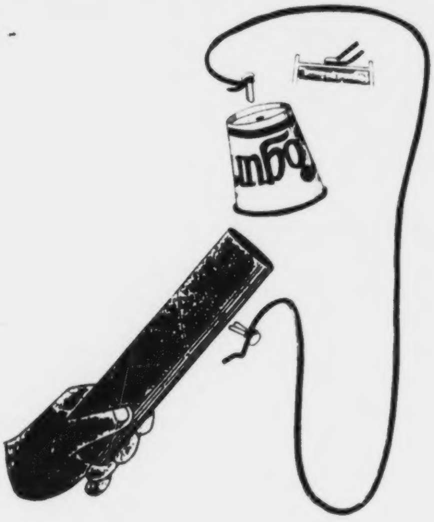
Procedure:

1. Use the points of a paper fastener to punch a hole in the bottom center of the yogurt carton.

2. Tie one end of the shoelace to the fastener as shown. Then, push the paper fastener through the hole and bend the points down.

3. Tie the other end of the shoelace to another paper fastener as shown. Use the fastener to punch a hole 1" from the end of the paper-towel tube. Then, push the paper fastener through the hole and bend the points down to secure it in place.

RULES: To play the game, position the tube so that the faster is at the top. Hold the bottom of the tube. See if you can flip the string so that the cup lands on the tube.



Dryer Lint Modeling Material

Materials needed:

- 3 cups of lint
- 2 cups cold or warm water
- 2/3 cup non-self-rising wheat flour
- 3 drops oil of wintergreen
- old newspaper

Procedure:

1. Put lint and water in a large saucepan. Stir to dampen all parts of the lint.

2. Add flour and stir thoroughly to prevent lumps.

3. Add oil of wintergreen.

4. Cook over low heat, stirring constantly, until mixture holds together and forms peaks.

5. Pour out onto several thicknesses of newspaper to cool.

Makes about 4 cups.

How to use it: Shape over armatures (boxes, bottles, balloons, and so forth), press into a mold, or use as you would papier-mache pulp.

This material will dry in 3 to 5 days to a very hard, durable surface. When wet, it has a felt like consistency. It dries smooth or rough, depending on how it is used. When pressed into a mold, a hard, smooth finish is obtained.

Stored in an airtight container, it will keep for several days.

Observe Growing Plants

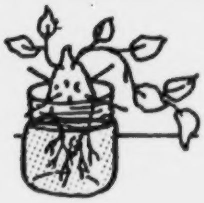
Materials needed:

- glass jar
- toothpicks
- paper towel
- dish

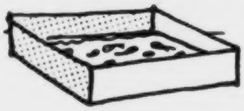
water dish
- sponge
- glass jar

Procedure:

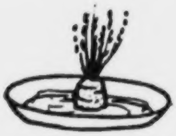
1. Water jar and toothpicks: Grow sweet potato, avocado seed, beet, onion, or garlic. Stick four toothpicks around middle of vegetable and suspend it on the mouth of a jar. Fill jar with water to cover the bottom part of the vegetable. Keep water at this level. Vine will begin to grow in approximately two weeks.



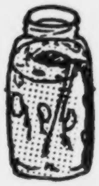
2. Wet paper towel: grow lentils, watercress, grass seeds, or green bean seeds. Line bottom of dish or cake pan with several layers of paper towels. Pour water onto paper until it is thoroughly wet. Place seeds on top of paper. Keep paper moist and keep grower in a sunny window.



3. Water dish: grow carrot top or turnip top. Cut a 1" slice from top of vegetable. Place in a shallow dish of water. Keep in sunny window and water regularly.



4. Sponge and glass jar: sprout kidney beans, lima beans, corn, or seeds from pear, apple, orange, or grapefruit. Fill a clear glass jar with a sponge. Pour water over sponge to moisten thoroughly. Place a few seeds between sponge and side of jar. VARIATION: instead of sponge, use paper toweling.



Leaf Creature and People

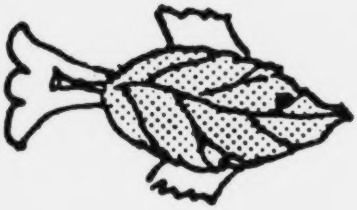
Materials needed:

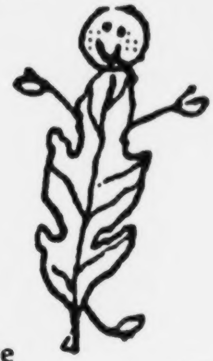
- glue leaves (paper or real)
- crayons
- felt-tipped pens
- twigs

Procedure:

1. Glue leaf on paper.
2. Create a person or animals using leaf for body.

3. To make head, tail, limbs, or wings use twigs, crayons, or felt-tipped pens.





Nature Collage

Materials needed:

- leaves
- grass
- seeds
- flowers construction paper
- glue

Procedure:

1. Arrange and glue leaves, grasses, seeds and flowers on construction paper.

2. Flowers and leaves may need to be flattened before gluing. To flatten, press in a book between layers of paper toweling.

VARIATION: Arrange on a piece of waxed paper and cover with another sheet of waxed paper. Adult covers with paper or fabric and presses with warm iron. Tape arrangement to cardboard frame and hang in window.

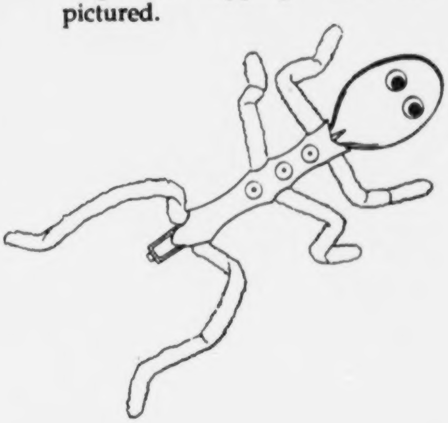
Googly-eyed Grasshopper

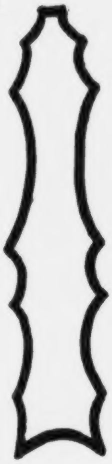
Materials needed:

- 1 plastic spoon
- 3 green pipe cleaners
- 2 movable eyes
- green felt sequins
- glue

Procedure:

1. For the three sets of legs, wrap a pipe cleaner around the spoon handle just below bowl, at center of handle and another about 1" from bottom of handle. Add a dab of glue to prevent slipping. Bend the legs, as pictured.





2. For the clothes, trace and cut the pattern from green felt. Glue one felt piece to the back of the handle. Glue the second felt piece to the front of handle. Glue the felt pieces together at the sides, between each pair of legs. Glue three sequins to top of clothes. Glue movable eyes to back of bowl.

Beach Bottle Jai Alai

Materials needed:

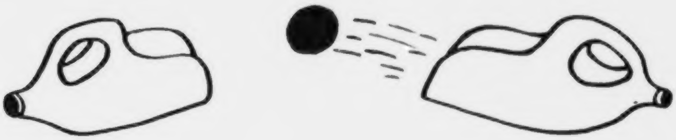
- 2 1-gallon plastic bleach bottles.
- tennis ball
- pocketknife
- scissors or tin snips

Procedure:

Here is a game that needs to be played outside where there is plenty of room because there is bound to be plenty of action. This is a favorite of boys and girls alike.

1. Use two 1-gallon bleach bottles for the *cestas* (pitching cups). Following the picture, draw lines on the plastic where one side and the bottom will be cut out. Be sure that the lines are even.

2. Then use a knife or large scissors, or even a pair of tin snips to cut off the unwanted parts.



RULES: The players stand 25 feet apart (closer for small children).

One player puts the ball in the cup and tosses it to the other player who catches it in his own cup. If the other player doesn't catch it and return it, the tosser gets a point.

No player is allowed to touch the ball with any part of his body while it is in play.

Southwest Keychain

Materials needed:

- small clear plastic container (film case or pill bottle)
- wooden bead
- string
- glue
- colored sand

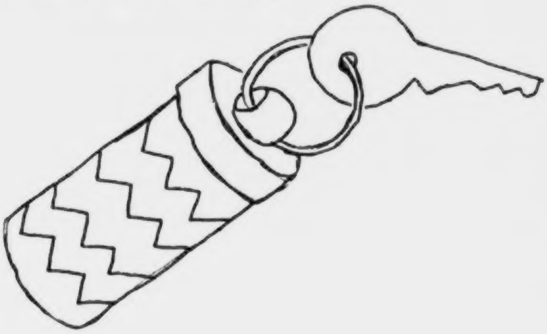
Procedure:

1. In a small jar add sand and dry poster paint, shake well to mix. Make several different colors.

2. Fill plastic bottle with sand, with a toothpick make a design. Be sure to pack sand in the container to the top.

3. Spread some glue on the inside of the top of lid. Close lid tight and let dry.

4. Glue a wooden bead on the top of lid. For the hanger, thread string or yarn through bead and key and tie in a knot.



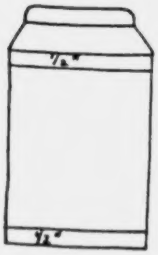
Milk Carton Loom

Materials needed:

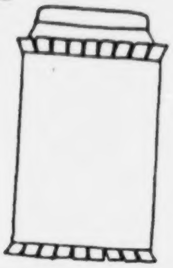
- 1/2-gallon milk carton
- scissors
- tape
- string
- yarn

Procedure:

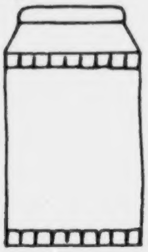
1. Cut out one side of the carton leaving 1/2" at the top and bottom.



2. Cut 1/2" notches, 1/2" apart at the top and bottom.

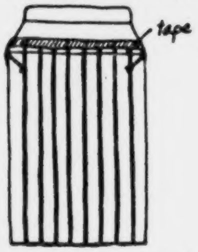


3. Bend the notches up so that you can wind your warp string around them.



4. Use a piece of strong string and wind it in and out of the notches across the front of the box. Tie each end onto the string right next to it.

5. Bend the slits back and tape then to the carton to hold the string in place.



6. Cut a strand of yarn about 1 1/2" long.

7. Weave it under and over the warp strings alternating every other string.

8. When you get to the edge turn back and start a second row.

9. Make sure you go over every string you went under in the previous row and under every string you went over in the previous row.

10. When you finish the piece of yarn, start a new one the same way. You don't have to tie them together- just weave the new strand right in.

11. Every 3 rows or so push the new rows down gently with your fingers so you don't have gaps.

12. Continue in this fashion until the loom is finish.

13. To remove weaving, untape the notches and take weaving off.

14. If you have woven all the way to the top of the carton there should be no extra warp string showing and your weaving should be tight. If it is too loose, or if you didn't weave all the way to the top, carefully cat the warp strings at the top, just two at a time, and tie them together. This will hold the waving in place and give you some fringe.

Planter

Materials needed:

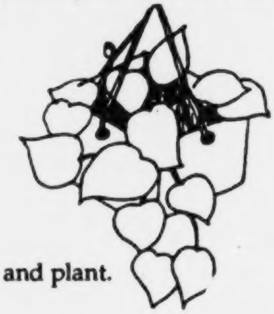
- 1/2-gallon or gallon carton
- string
- scissors
- hole punch
- colored paper
- glue
- soil
- plant

Procedure:

1. Cut a carton down to about 3" tall.

2. Punch holes for strings.

3. Glue paper or yarn to the outside to decorate.



4. Put in soil and plant.

Recycle Newspaper

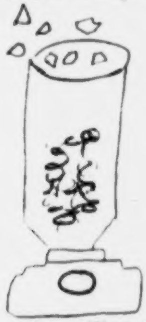
Materials needed:

- 1 large container (dishpan)
- 1 screen cut to fit into dishpan (this can be mounted on a piece of wood to make a frame)
- 1 newspaper sheet torn into small pieces
- 1 blender
- 5 cups of warm water

- 10 newspaper sheets folded in half to sandwich the screen to squeeze out excess water
- 1 board to press on newspaper to squeeze water out

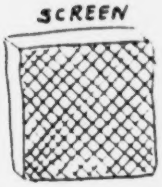
Procedure:

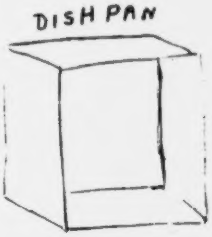
1. Tear up old newspaper and put in blender (about one sheet).



2. Add 5 cups of water. Blend it (a little detergent added to the water helps to bleach the newsprint ink) until it is slush.

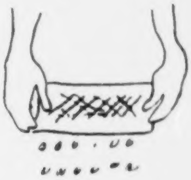
3. Put screen in the bottom of dishpan and add water about 1/3 full.



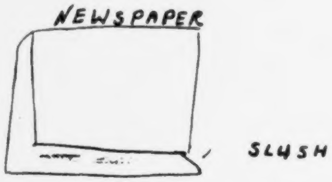


4. Then pour in the newspaper slush. Spread slush out evenly on screen.

5. Raise screen up slowly and let water drain.



6. Put the screen and slush between the newspaper and push down with a heavy board to squeeze out water.



7. Turn newspaper over and apply pressure on the other side.

8. Open newspaper and take screen off. Let dry over night.

9. Next day peel recycle paper off newspaper.

Make A Slinky, Sneaky Snake

Materials needed:

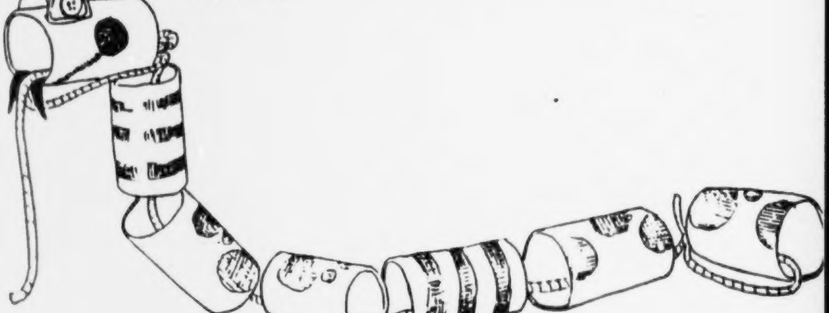
- toilet tissue rolls or spools
- string
- construction paper, buttons, and or yarn
- paint
- glue
- scissors

Procedure:

1. Decorate the tissue rolls to make an imaginative snake

2. String all the rolls together.

3. Loop the string around the roll and tie a knot in it.



Pull your snake around the yard or house.

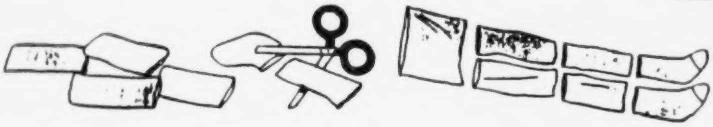
Socko, The Snake

Materials needed:

- old socks
- old pantyhose
- scissors
- yarn or cotton cord
- markers

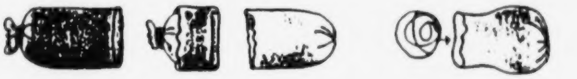
Procedure:

1. Cut off the socks at the ankles. Cut the legs from the pantyhose, and cut them into smaller pieces.



2. Tie one of the socks just below the knit top. Tie, wrap the yarn around several times as tightly as you can. Then, tie a double knot.

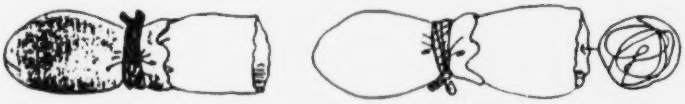
3. Turn the sock inside out so that the knot is on the inside. You now have the head of your snake.



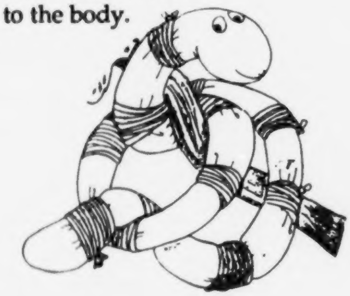
4. Stuff the had with the stockings. Leave about 3" unstuffed at the end.

5. Slip the knit top of another sock over the open end of the snake's head. Be sure that the ribbing goes at least 3" over the end. Now wrap and tie where the socks overlap.

6. Stuff the second sock with more stockings. Slip a third sock on. Tie the socks just as you did for the snake's head. Continue until your snake is as long as you want it.



7. If you like, you can draw a face on socko and add snake markings to the body.



Socko is a serious energy saver! Use Socko to block the cold drafts that come in under doors and windows.

Sun Catcher

Materials needed:

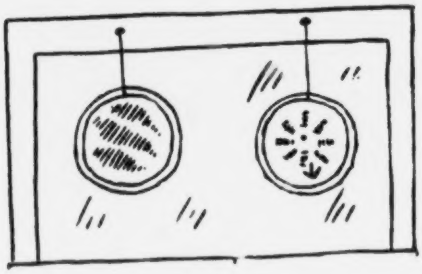
- clear plastic lid from meat department (4 1/2 " diameter)
- permanent markers
- paper punch
- string

Procedure:

1. Draw on the lid with permanent markers. Hold the lid by the rim to prevent wiggling.

2. Let the picture dry completely.

3. Punch a hole in the rim of the lid and thread a length of string through the hole. Knot the string at the top.
4. Hang the lid in a window to catch the sun's rays.



Terrarium

Materials needed:

- 1/2-gallon or gallon carton,
- scissors
- 4 pieces clear acetate
- glue
- soil
- wooden spoon
- plants
- masking tape

Procedure:

1. Cut out all 4 sides leaving a 1/2" frame all around.

2. Cut the 4 pieces of clear acetate the same size as each side of your carton.

3. Glue them to the inside of the carton.

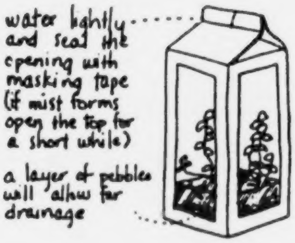
4. Open the top to pour in soil.

5. Make a hole in the soil with the wooden spoon and place plant in the hole.

6. Using the spoon, gently push soil around the plant and pack it down to hold the plant upright.

7. Water lightly and seal the opening with masking tape (if mist forms, open the top for a short while).

8. A layer of pebbles will allow for drainage.


water lightly and seal the opening with masking tape (if mist forms open the top for a short while)
a layer of pebbles will allow for drainage

NOTE: water lightly and seal the opening with masking tape (if mist forms open the top for a short while)

Trash Mobile

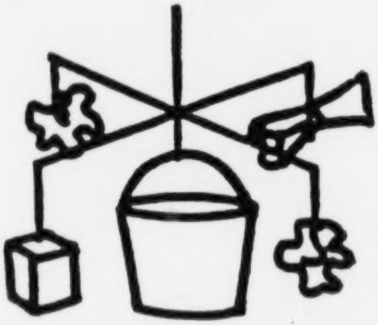
Materials needed:

- trash pieces
- dowel sticks
- wire or string

Procedure:

1. Take a walk and collect trash, the things that people have forgotten to throw in a trash receptacle.

2. Make a mobile from the things collected on the walk. Attach the trash to dowel sticks with wire or string and suspend from the ceiling. The mobile will serve as a reminder that trash belongs in the trash can.



PRESCHOOL

FICTION

ECOLOGY

Arnosky, Jim. *A Kettle of Hawks.* Lothrop. 1990. 0-688-09280-2.
Through poetry and art the reader is encouraged to be observant of animal behavior and to be appreciative of nature's wonders.

Arnosky, Tim. *Raccoons and Ripe Corn.* Lothrop. 1987. 0-688-05456-0.
Hungry raccoons feast at night in a ripe corn field.

Buchanan, Ken. *This House is Made of Mud.* Northland. 0-87358-528-6.
Describes an adobe house built by a family living in the Sonoran Desert and the animals and plants living around it.

DeSaix, Frank. *The Girl Who Danced With Dolphins.* Farrar. 1991. 0-374-32626-6
Adrianne has an adventure in the sea with dolphins.

Fife, Dale. *The Empty Lot.* Sierra Club. 1991. 0-316-28167-0.
Harry Hale decides to sell a piece of land that is an empty lot until he realizes that it is not empty at all, but rather a home for the wild creatures that live there.

Greene, Carol. *The Old Ladies Who Liked Cats.* HarperCollins. 1991. 0-06-022105-4.
An ecological tale.

Williams, David. *Walking to the Creek.* Knopf. 1990. 0-394-90598-9.
A bulldozer has destroyed the landscape on one side of a bridge, while the other side remains untouched and teems with life.

ENDANGERED SPECIES

Johnston, Tony. *Whale Song.* Putnam. 1987. 0-399-21402-X.
Imagine that whales are counting as they sing. Numbers are used to represent the eerie whale song in the poetic text.

ENERGY

Hoban, Russell. *Arthur's New Power.* Crowell. 1978. 0-690-01370-1.
A crocodile family tries to conserve energy at home.

ENVIRONMENT

Baker, Jeannie. *Window.* Greenwillow. 1991. 0-688-08918-6.
Shows how a countryside becomes a town. Then a city.

Burningham, John. *Hey! Get Off Our Train.* Crown. 1990. 0-517-57643-0.
How humans are misusing the environment.

Clark, Ann Nolan. *In My Mother's House.* Viking. 1991 (reissue). 0-670-83917-5.
Pueblo poems told through the eyes of children about living close to the earth.

Ehlert, Lois. *Feathers for Lunch.* Harcourt. 1990. 0-15-230550-5.
Appreciation of nature.

Ehlert, Lois. *Growing Vegetable Soup.* HBJ. 1987. 0-15-232575-1.
A father and child grow vegetables and then make them into soup.

Goble, Paul. *I Sing For the Animals.* Bradbury. 1991. 0-02-737725-3.
Expresses the importance of nature to our lives.

Mazer, Anne. *The Yellow Button.* Knopf. 1990. 0-394-92935-7.
Helps children expand their notions of the world around them depicting how everything has a place in the universe.
Nelsson, V. *If You Didn't Have Me.* Macmillan. 1987. 0-689-50406-3.
Appreciation of the countryside.

Parnell, Peter. *Quiet.* Morrow. 1989. 0-688-08205-X.
A young boy communes with nature while lying silently in a grassy meadow.

Ryder, Joanne. *Under Your Feet.* Four Winds. 1990. 0-02-777955-6.
Following a boy through the seasons. The book shows and tells of the animals beneath his feet.

Seuss, Dr. *The Lorax.* 1971. 0-394-82337-0.
Cutting all the trees.

Steele, Mary Q. *Anna's Summer Songs.* Greenwillow. 1988. 0-688-07181-3

Tafuri, Nancy. *Do Not Disturb.* Greenwillow. 1987. 0-688-06542-2
Without noticing that their camping activities are disturbing small creatures in the area, a family carries on various activities.

The Legend of the Indian Paintbrush. Retold. Putnam. 1988. 0-399-21777-0.

POLLUTION

Beisert, Heide. *Poor Fish.* Faber. 1982. 0-571-12514-X.
About a fish in a polluted pond.

Berenstain, Stan B. *Berenstain Bears and the Coughing Catfish.* Random House. 1987.
0-394-88900-2.
A catfish shows the bears how polluted Lake Grizzly is and how the lake could be cleaned up.

Katz, Bobbi. *The Care Bears and the Big Cleanup.* Random House. 1991. 0-679-82367-0.
The Care Bears become environmental activists.

Madden, Don. *The Wartville Wizzard.* Macmillan. 1986. 02-762100-6.
A tidy old man spends his time cleaning up the litter that the thoughtless people of Wartville leave behind.

Seuss, Dr. *McElligot's Pool.* Random *House. 1947. 0-394-90083-9.*
Pond pollution.

Van Allsburg, Chris. *Just a Dream.* Houghton Mifflin. 1990. 395-53308-2.
A dream about the Earth being devastated by pollution.

RECYCLING/CONSERVATION

Reese, Robert. *Arbor Day.* Aro. 1977. 0-89868-031-X.

PRESCHOOL

NON-FICTION

ECOLOGY

Arnosky, James. *Watching Foxes.* Lothrop. 1987. 0-688-04260-0.

Coats, Laura Jane. *The Oak Tree.* Macmillan. 1987. 0-02-719052-8.

Florian, Douglas. *Nature Walk.* Greenwillow. 1989. 0-688-08629-6.

George, William T. *Beaver at Long Pond.* Greenwillow. 1988. 0-688-07107-4.

George, William T. *Box Turtle at Long Pond.* Greenwillow. 1989. 0-688-08185-1.

Koch, Michelle. *Hoot. Howl. Hiss.* Greenwillow. 1991. 0-688-09651-4.

Matthews, Downs. *Polar Bear Cubs.* Simon & Schuster. 1989. 0-671-66757-2.

Norman, Barrett. *Coral Reef.* Watts. 1991. 0-531-14110-1.

Pearce, Q. L. *Animal Footnotes: A Nature's Footprints Guide.* Silver. 1991. 0-671-69116-3.

Pearce, Q. L. *In the African Grasslands.* Silver. 1990. 0-671-68827-8.

Pearce, Q. L. *In the Desert.* Silver. 1990. 0-671-68825-1.

Pearce, Q. L. *Nature's Footprints.* Silver. 1991. 0-671-94430-4.

Pettersson, Bertil. *In the Bears' Forest.* R & S. 1991. 91-29-59866-4.

Wyler, Rose. *Seashore Surprises.* Messner. 1991. 0-671-69165-1.

Wyler, Rose. *The Wonderful Woods.* Messner. 1990. 0-671-69164-3.

Zander, Hans. *Tunafish Sandwiches.* Random House. 1991. 0-679-91927-9.

ENDANGERED SPECIES

Cowcher, Helen. *Tigress.* Farrar. 1991. 0-374-37567-4.

Melville, Herman. *Catskill Eagle.* Putnam. 1991. 0-399-21857-2.

Sattler, Helen Roney. *A Book of Eagles.* Lothrop. 1989. 0-688-07022-1.

ENVIRONMENT

Cowcher, Helen. *Antarctica.* Sunburst. 1991. 0-374-30368-1.

Doubilet, Anne. *Under the Sea From A to Z.* Crown. 1991. 0-517-57836-0.

Fischetto, Laura. *The Jungle Is My Home.* Viking. 1991. 0-670-83550-1.

MAGAZINES

Ladybug.

KINDERGARTEN - GRADE 3

FICTION

ECOLOGY

Baker, Jeannie. *Where the Forest Meets the Sea.* Greenwillow. 1988. 0-688-6364-0.
Camping in the Australian Rain Forest.

Cherry, Lynne. *The Great Kapok Tree: A Tale of the Amazon Rain Forest.* Harcourt. 1990. 0-150200520-X.
A visit to this fragile ecosystem.

Parnell, Peter. *The Rock.* Macmillan. 1991. 0-02-770181-6.
Life of a rock and the cycles of nature and wildlife.

Thoreau, Henry David. Text selections by Steve Lowe. *Walden.* Philomel. 1990. 0-399-22153-0.
Richly colored woodcuts form a perfect background for Thoreau's poetry descriptions of his solitary life at Walden Pond.

ENVIRONMENT

Brown, Ruth. *The World That Jack Built.* 1991.
Brown uses the pattern of the old Jack verse for a picture book about the environment.

Hanah, Valerie. *Cyril Squirrel & Sheryl: An Ecological Tale.* VHW Publishers. 1991. 0-941281-78-7.

Jonas, Ann. *Aardvarks, Disembark!* Greenwillow. 0-688-07206-2.

Keats, Ezra. *Clementine's Cactus.* 1982. 0-670-22517-7.
Mazer, Anne. *The Salamander Room.* Knopf. 1991. 0-394-92945-4.
The story of a boy who caught a salamander and realizes what happens to a creature out of his environment.

Mendoza, George. *Were You a Wild Duck. Where Would You Go?* Stewart. 1990. 1-55670-136-5.
Verses related by a mallard duck, who views human irresponsibility and greed and calls for more careful use of the land.

Peet, Bill. *Farewell to Shady Glade.* Houghton Mifflin. 1966. 0-395-18975-6.
Animals are moved out of a shady area by bulldozers and forced to find someplace else to live.

Rosser, J. *Teenage Mutant Ninja Turtles.* Random House. 1990.
A B C's for a better planet.

Stevens, Janet. *I'm In the Zoo, Too.* Cobblehill Books. 1989. 0-525-65002-4.
A squirrel talks to the animals in the zoo and finds out what life in the zoo is like.

POLLUTION/RECYCLING/CONSERVATION

Aschenbrener, Gerald. *Jack, the Seal, and the Sea.* Silver. 1991. 0-382-09985-0.
Jack the fisherman ignores the ecological problem of pollution until, one day, he catches an oil-soaked seal pup in his net.

Bellamy, David. *The River.* Random House. 1987. 0-517-56801-2.
Creatures who live in and along a river struggle for life when a factory discharges waste into the stream.

Bellamy, David. *The Roadside.* Random House. 1988. 0-517-56976-0.
Changes are wrought in a community of plants and animals when a superhighway is built through an abandoned farm.
Bellamy, David. *The Rock Pool.* Random House. 1988. 0-517-56977-9.
An oil spill and its effects on the environment.

Berenstain, Stan. *The Berenstain Bears Don't Pollute (Anymore).* Random House. 1991. 0-679-92351-9.
Brother and Sister Bear form the Earthsavers Club and organize a cleanup committee and a march against pollution.

Burns, Diane. *Arbor Day.* Lerner. 1991. 346-X.
In this book, Arbor Day is linked to current conservation efforts to preserve.

Levin, Betty. *The Trouble With Gramary.* 1988.
Gramary doesn't throw anything away.

KINDERGARTEN - GRADE 3

NON-FICTION

ECOLOGY

Bailey, Donna. *What We Can Do About Wasting Water.* Watts. 1991. 0-531-11019-2.

Bash, Barbara. *Tree of Life.* Sierra Club. 1989. 0-316-08505-4.

Bellamy, David. *The Forest.* Crown. 1988. 0-517-56800-4.

Bellamy, David. *Our Changing World.* Random House. 1988.

Carey, Helen H. *Rain Forest.* Raintree. 1990. 0-8172-3753-4.

Cowcher, Helen. *Antarctica.* Farrar. 1990. 0-374-30368-1.

Cowcher, Helen. *Rain Forest.* Farrar. 1988. 0-374-36167-3.

Dorros, Arthur. *Rain Forest Secrets.* Scholastic. 1990. 525-65041-5.
Hallinan, P. K. *For the Love of Our Earth.* Forest House. 1-878363-73-5.
For children to feel their love for our Earth and their "brothers".

Hogan, Paula. *Ecology: Our Living Planet.* Gareth-Stevens. 1990. 0-8368-0030-3.

Jaspersohn, William. *How The Forest Grew.* Greenwillow. 1989. 0-688-80232-X.

Johnson, Kipchak. *Worm's Eye View. MakeYour Own Wildlife Refuge.* Millbrook Press. 1-878841-30-0.

Lavies, Bianca. *Tree Trunk Traffic.* Dutton. 1989.

Lowery, Linda. *Earth Day.* Lerner. 1991. 0-87614-662-0.

McClung, Robert. *Snakes: Their Place in the Sun.* Holt. 1991. 0-8050-1718-6.

Owings Dewey, Jennifer. *A Night and Day in the Desert.* Little. 1991. 0-316-18210-9.

Pope, Joyce. *Seashores.* Troll. 1990. 0-8167-1965-9.

Pringle, L. *Home: How Animals Find Comfort and Safety.* Scribner. 1987. 0-684-18526-1.

Ruis, Maria. *Life on the Land.* Barron's. 1986.
A tall tree in a forest explains to a tiny tree about how plants and animals are nourished and are dependent on each other.

Skidmore, Steve. *Poison! Beware! Be an Expert Poison Spotter.* Millbrook Press. 1-878841-29-7.

Skidmore, Steve. *What a Load of Trash! Rescue Your Household Waste.* Millbrook Press. 1-878841-27-0.

Stidworthy, John. *Ponds and Streams.* Troll. 1990. 0-8167-1963-2.
Sussman, Susan. *Big Friend, Little Friend: A Book About Symbiosis.* HM. 1989.

Vogel, Carole Garbuny. *The Great Yellowstone Fire.* Sierra. 1990. 0-316-90522-4.

Waters, John F. *Watching Whales.* Dutton. 1991. 0-525-65072-5.

Wiewandt, Thomas. *The Hidden Life of the Desert.* 0-517-57356-3.

Willow, Diane. *At Home in the Rain Forest.* Charlesbridge. 1991. 0-88106-485-8.

Yardley, Thompson. *Down the Drain. Explore Your Plumbing.* Millbrook Press. 1-878841-28-9.

ENDANGERED SPECIES

Ancona, George. *Turtle Watch.* Macmillan. 1987. 0-02-700910-6.

Arnold, Caroline. *Cheetah.* Morrow. 1989. 0-688-08144-4.

Arnold, Caroline. *Giraffe.* Morrow. 1987. 0-688-07070-1.

Arnold, Caroline. *Koala.* Morrow. 1987. 0-688-06479-5.

Bloyd, Sunni. *Endangered Species.* Lucent. 1989. 1-560-06106-5.

Clark, Margaret Goff. *Vanishing Manatee.* Cobblehill. 1990. 525-65024-5.

Cossi, Olga. *Harp Seals.* Carolrhoda. 1991. 0-87614-437-7.
Cutchins, Judy. *The Crocodile and the Crane.* Morrow. 1987. 0-688-06305-5.

Darling, Kathy. *Manatee: On Location.* Lothrop. 1991. 0-688-09031-1.

Gibbons, Gail. *The Puffins Are Back.* HarperCollins. 1991. 0-06-021603-4.
Gould, G. *Animals in Danger: Asia.* Rourke. 1991. 086593-7766.

Gould, G. *Animals in Danger: Europe.* Rourke. 1991. 086593-7774.

Gould, G. *Animals in Danger: Forests of Africa.* Rourke. 1991. 086593-7782.

Gould, G. *Animals in Danger: North America.* Rourke. 1991. 086593-7790.

Gould, G. *Animals in Danger: The Seas.* Rourke. 1991. 086593-7804.

Gray, Ian. *Birds of Prey*. Watts. 1991. 0-531-18367-X.

Hare, Tony. *Vanishing Habitats*. Watts. 1991. 0-531-17350-X.

Henningsen, Nancy. *Return of the Ospreys*. Peregrine Press. 0-9627901-0-9.

Irvine, Georgianne. *Raising Gordy the Gorilla*. The Zoobook Series. 1991. 0671-68775-1.

Lepthien, E. U. *Manatee*. Children's Press. 1991. 0-516-01114-6.

Littlejohn, Claire. *The Modern Ark: the Endangered Wildlife of Our Planet*. Dial. 1989.
0-803-70736-3.

Martin, Louise. *Elephants*. Rourke. 1988. 0-86592-998-X.

Martin, Louise. *Panda*. Rourke. 1988. 0-86592-996-3.

Martin, Louise. *Rhinoceros*. Rourke. 1988. 0-86592-997-1.

Martin, Louise. *Seals*. Rourke. 1988. 0-86592-999-8.

Martin, Louise. *Tigers*. Rourke. 1988. 86592-995-5.

Martin, Louise. *Whales*. Rourke. 1988. 86592-988-2.

Papastavrou, Vassili. *Whales and Dolphins*. Watts. 1991. 0-531-018394-7.

Penny, Malcolm. *Bears*. Watts. 1991. 0-531-18308-8.

Penny, Malcolm. *Exploiting the Sea*. Bookwright. 1991. 0-531-18359-9.

Penny, Malcolm. *Rhinos*. Watts. 1991. 0-531-18396-3.

Redmond, Ian. *Elephants*. Watts. 1990. 0-531-18354-8.

Redmond, Ian. *Gorillas*. Watts. 1991. 0-531-18395-5.

Riley, Helen. *Tigers*. Watts. 1990. 0-531-18355-6.

Standing, Gillian. *Pandas*. Watts. 1991. 0-531-18397-1.

Stone, L. *Wolves*. Rourke. 1991. Although once found throughout North America, Europe and Asia, wolves, living in the wild today are dwindling in number.

Vernon, Adele. *The Hoiho: New Zealand's Yellow-Eyed Penguin*. Putnam. 1991.
0-399-21686-3.

Whitfield, Philip. *Can The Whales Be Saved?* Viking. 1989. 0-670-82753-3.

Wong, O. *Giant Pandas*. Children's Press. 1991. 0-516-01241-X.

ENERGY

Bailey, Donna. *Energy From Oil & Gas*. Steck-Vaughn. 1990. 0-8114-2518-5.

Bailey, Donna. *Energy From Wind & Water*. Steck-Vaughn. 1990. 0-8114-2519-3.

Branley, Franklyn M. *The Sun: Our Nearest Star*. Crowell. 1988. 0-690-04678-2.

Cross, Mike. *Wind Power*. Aladdin. 1987. 0-531-170071.

Mason, John. *Power Station Sun*. Facts on File. 1987. 0-8160-1778-6.

Mitgutsch, Ali. *From Swamp to Coal*. Carolrhoda. 1985. 0-87614-233-1.

Neuwirth, Sherry. *Wind and Water Energy*. Raintree. 1983. 0817214186.

Petersen, David. *Solar Energy at Work*. Children's Press. 1985. 0-516-01942-2.

ENVIRONMENT

Bailey, Donna. *What Do We Do About Wasting Water.* Watts. 1991. 0-531-11019-2.

Baker, Lucy. *Life in the Rain Forests.* Watts. 1990. 0-531-10983-6.

Bellamy, David. *How Green Are You?* Crown. 1991. 0-517-58447-6.

Bright, Michael. *Tropical Rainforest.* Watts. 1991. 0-531-17301-1.

Byles, Monica. *Life in the Polar Lands.* Watts. 1990. 0-531-10982-8.

Greene, Carol. *Caring For Our Forest.* Enslow. 1991. 0-89490-353-5.

Greene, Carol. *Caring For Our Land.* Enslow. 1991. 0-89490-354-3.

Greene, Carol. *Caring For Our People.* Enslow. 1991. 0-89490-355-1.

Greene, Carol. *Caring For Our Water.* Enslow. 1991. 0-89490-356-X.

Lowery, Linda. *Earth Day.* Carolrhoda. 1991. 0-87614-662-0.
Pearce, Fred. *The Big Green Book.* Grosset. 1991. 0-448-40142-8.

Versfeld, Ruth. *Why are People Hungry.* Aladdin. 1988. 0-531-170829.

Wilkes, Angela. *My First Green Book: A Life-Size Guide to Caring for Our Environment.* Knopf. 1991. 0-679-91780-2.

Willow, Diane. *Home in the Rain Forest.* Charlesbridge. 1991. 0-88106-485-8.

KINDERGARTEN - 4

NON-FICTION

ENVIRONMENT

Baines, John. *Protecting Our Oceans.* Steck-Vaughn. 1990. 0-8114-2391-3.

Baylor, Byrd. *The Desert is Theirs.* Scribners. 1975.

Coper, J. *Dams.* Rourke. 1991.
Whether a humble beaver dam or a mammoth concrete barrier, all dams impact the environment.

Gilbreath, Alice. *The Continental Shelf: An Underwater Frontier.* Willow. 1988.

Milens, Colin S. *Discovering Pond Life.* Bookwright Press. 1990. 0-531-18304-1.

Rand McNally Children's Atlas of the Environment. Forest House. 1991. 1-878363-74-3.
Presents current issues concerning environments of the world and major continental regions.

Tesar, Jenny. *Global Warming.* Facts on File. 1991. 0-8160-2490-1.

Vogt, Gregory. *Forests on Fire: The Fight to Save Our Trees.* Watts. 0-531-10940-2.

POLLUTION/RECYCLING/CONSERVATION

Asimov, Isaac. *Space Garbage.* Gareth Stevens. 1989. 1-55532370-7.

Bailey, Donna. *What We Can Do About Litter.* Watts. 1991. 0-531-11016-8.

Bailey, Donna. *What We Can Do About Noise and Fumes.* Watts. 1991. 0-531-11013-4.

Bailey, Donna. *What We Can Do About Recycling Garbage.* Watts. 1991. 0-531-11017-6.

Bellamy, David. *How Green Are You?* Crown. 1991. 0-517-58447-6.

Bright, Michael. *Acid Rain.* Watts. 1991. 0-531-17303-8.

Bright, Michael. *The Greenhouse Effect.* Watts. 1991. 0-531-17304-6.

Bright, Michael. *The Ozone Layer.* Watts. 1991. 0-531-17302-X.

Bright, Michael. *Polluting the Oceans.* Watts. 1991. 0-531-17353-4.

Bright, Michael. *Traffic Pollution.* Watts. 1991. 0-531-17349-6.

Greene, Carol. *Caring For Our Air.* Enslow. 1991. 0-89490-351-9.

Greene, Carol. *Caring For Our Land.* Enslow. 1991. 0-89490-354-3.

Hale, Tony. *The Ozone Layer.* Glouchester. 1990. 0-53117218-1.

Hare, Tony. *Recycling.* Watts. 1991. 0-531-17352-6.

Kalman, Bobbie. *Buried in Garbage.* Crabtree. 1991. 0-86505-424-X.

Koral, April. *Our Global Greenhouse.* Watts. 1991. 0-531-15601-X.
Lethien, E. U. *Recycling.* Children's Press. 1991. 0-516-01118-9.

McQueen, Kelly. *Let's Talk About Trash: The Kids' Book About Recycling.* Waterfront. 1991. 0-914525-20-4.

Skidmore, Steve. *What a Load of Trash! Rescue Your Household Waste.* Millbrook. 1991.
1-878841-27-0.

Snow, Ted. *Global Change.* Children's Press. 1990. 0-516-41105-5.

Stille, Darlene. *Air Pollution.* Children's Press. 1990. 0-516-01181-2.

Stille, Darlene. *The Greenhouse Effect.* Children's Press. 1990. 0-516-41106-3.

Stille, Darlene. *Oil Spills.* Children's Press. 1991. 0-516-01116-2.

Stille, Darlene. *Ozone Hole.* Children's Press. 1991. 0-516-01117-0.

Stille, Darlene. *Soil Erosion and Pollution.* Children's Press. 1990. 0-516-01188-X.

Stille, Darlene. *Water Pollution.* Children's Press. 1990. 0-516-01190-1.

Taylor, Ron. *Facts on Radon & Asbestos.* Watts. 1990. 0-531-10920-8.

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National Geographic World

Owl

Ranger Rick

GRADES 3 - 5

NON-FICTION

ENERGY

Burgess, Jan. *Energy From the Sun.* Schoolhouse Press. 1988.

Nuclear Energy/Nuclear Waste. Earth at Risk Series. Chelsea House. 1991. 0-7910-1585-X.

Santrey, Laurence. *Energy and Fuels.* Troll. 1985. 0-8167-0290-X.

GRADES 3 - 6

NON-FICTION

RECYCLING/CONSERVATION

Recycling. Earth at Risk Series. Chelsea House. 1991. 0-7910-1573-4.

What a Load of Trash: Rescue Your Household Waste. Millbrook Press. 1991.
Teaches children about pollution and waste. Details practical ways that children can help.

GRADES 4 - 6

FICTION

ECOLOGY

Danzinger, Paula. *Earth to Matthew.* Delacorte. 1991. 0-385-30453-6.
Matthew's class is studying ecosystems and how changes within ecosystems have far-reaching effects.

Nelson, Drew. *Wild Voices.* Putnam. 1991. 0-399-21798-3.
A collection of short stories in the Jack London tradition.

ENDANGERED SPECIES

Barber, Phyllis. *Legs: The Story of a Giraffe.* McElderry. 1991. 0-689-50526-4.
A giraffe is captured and sent to a big-city zoo.

George, Jean Craighead. *On the Far Side of the Mountain.* Dutton. 1990. 0-525-44563-3.
Involves stopping a falcon-smuggling operation.

Schlein, Miriam. *Year of the Panda.* Crowell. 1990. 0-690-04866-1.
A story about saving the panda.

ENVIRONMENT

Killingsworth, Monte. *Eli's Songs.* McElderry. 1991. 0-689-50527-2.
A forest of virgin timber in Oregon is threatened when the owner decides to cut the trees for lumber.

Kinsey-Warnock, Natalie. *The Wild Horses of Sweetbrian.* Dutton. 1990. 0-525-65-15-6.
Recounts a young girl's encounter with wild horses on an island off the coast of Nantucket in 1895.

Tchudi, Stephen. *The Green Machine and the Frog Crusade.* Delacorte. 1987. 0-385-29529-4.
A swamp is threatened by shopping center developers. A save-the-environment story with family relationship complications.

POLLUTION

Collier, James Lincoln. *When the Stars Begin to Fall.* Delacorte. 1986. 0-385-29516-2.
Pollution in a small Adirondak community.

Sharpe, Susan. *Waterman's Boy.* Bradbury. 1990. 0-02-782351-2.
An ecological mystery about a 10-year-old who helps discover who is dumping oil in the Chesapeake Bay.

GRADES 4 - 6

NON-FICTION

ECOLOGY

Aldis, Rodney. *Polar Lands.* Dillon. 1991. 0-87518-494-4.

Aldis, Rodney. *Rainforests.* Dillon. 1991. 0-87518-495-2.

Ancona, George. *Riverkeeper.* Macmillan. 1990. 0-02-700911-4.

Cochrane, Jennifer. *Land Ecology.* Bookwright. 1987. 0-513-11815-3.

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3-2-1- Contact

U.S. Kids

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Directions for Ordering

All titles listed in this manual are summarized in the current ***Film Catalog*** , the ***Annual Update***, or other mailing.

Age Levels

As with regular bookings during the year, you may have 1 program per week, per age level, although it can be repeated one or more times during the next seven days. Just state on your request form that your show date: June 15, or June 15-17, or June 15-20. Programs for different age levels should be submitted on separate request forms.

Please be sure to indicate what age level(s) your program is for on the line underneath the name of the contact person.

Summer, because of the Arizona Reading Program, is the busiest time at Film & Video Services. Since some libraries run a separate pre-school program along with their summer program, please be realistic in your total film request. For the summer only, we suggest a program maximum of 15 minutes of film/video for preschoolers and 30-45 minutes of film/video for older children. Certainly a one-time request for more than these time limits can be considered, but there are not enough films to do that for everyone, for all programs.

The Request Form

Librarians may request films by subject/theme or by title. Please be sure to specify the audience age level on the appropriate line and the desired length of time for the film portion of your program. (We know how long our films are, how much time do you want?) This will mean better service if substitutions are necessary. Additional films being evaluated and will be ordered. These will be used as substitutions, where subject/theme and age level permit.

Each participating library should include its summer film/video request on the enclosed form. Requests postmarked on or before May 2, 1992, will be confirmed by June 6, 1992. Do not use this form after June 7, 1992. Requests postmarked June 8, 1992 and after, will be considered as regular film requests and should be submitted on the regular film request forms, not the Arizona Reading Program request form. You can fax your request to 255-5846.

RETURN FILMS IMMEDIATELY AFTER USING! FILMS ARE BOOKED VERY TIGHTLY OVER THE SUMMER, AND EVEN ONE DAY DELAY IN RETURNING THEM, ON YOUR PART, CAN PREVENT USE BY THE NEXT PATRON. PLEASE BE AS CONSIDERATE TOWARD OTHERS AS YOU WOULD WANT THEM TO BE TOWARD YOU.

If you have any questions, feel free to call Film & Video Services, 255-5844.

Title	Level	Minutes
Animal Stories		
16mm		
Caterpillar and the Polliwog	T, P, I	7
Elmer Elephant	T, P, I	9
Fish is Fish	T, P, I	5
Frederick	T, P, I	6
Make Way For Ducklings	T, P, I	11
Mole as a Gardener	T, P, I	9
Mole in the Desert	T, P, I	7
Mole in the Zoo	T, P, I	10
Owl Moon	T, P, I	9
Swimmy	T, P, I	5
To Try Again And Succeed	T, P, I	8
Wheel On The Chimney	T, P, I	7
Boy and a Boa	P, I	13
Dorothy and the Ostrich	P, I	8
Fine Feathers	P, I	6
Greedy Frog	P, I	9
White Seal	P, I	26
Blind Bird	I, YA	45
Elisabeth & The Marsh Mystery	I, YA	21
Incredible Journey	I, YA, A	28
Legend of Firefly Marsh	I, YA, A	25
Adventures of Milo and Otis	G	78
Babar	G	78
Caterpillar	G	16
Golden Fish	G	20

Title	Level	Minutes
Animal Stories		
VHS		
Fish is Fish	T, P, I	9
Frederick	T, P, I	6
Swimmy	T, P, I	5
Coyote Stories	P, I	18

Title	Level	Minutes
Animal Stories		
3/4" Video (This is not the same as VHS)		
Coyote Stories	P, I	18

Title	Level	Minutes
Animal/Nature Study		
16mm		
Caterpillar And The Polliwog	T, P, I	7
Chick, Chick, Chick	T, P, I	13
The Cow	T, P, I	11
Millions And Millions Of Bubbles	T, P, I	12
Papa Penguin's Home Movies	T, P, I	8
Sheep, Sheep, Sheep	T, P, I	11
Wind	T, P, I	9
Winnie The Pooh Discovers The Seasons	T, P	9
Animal Babies	P, I	10
Animal Babies Grow Up (rev.)	P, I	10
Cougar And Her Cubs	P, I	11
Does It Ever Rain In The Desert?	P, I	11
Dolphins: Our Friends From The Sea	P, I	13
Donkey	P, I	22
Eagle	P, I	22
Gerbils	P, I	11
Hamsters	P, I	11
Petey The Pelican	P, I	9
Ponies	P, I	15
Rhinoceros	P, I	12
Salamanders And Lizards	P, I	11
Trail Of The Buffalo	P, I	9
Adelie Penguins Of The Antarctic	I, YA, A	20
Animals At Home In Desert	I, YA, A	23
Antarctica: Exploring The Frozen Continent	I, YA, A	23
Bears: Kings Of The Wild	I, YA, A	23
Black Widow Spider (2d ed.)	I, YA, A	11
Bluebirds...Bring Them Back	I, YA, A	20
Cactus Wren	I, YA, A	10
Canines: Pets & Predators	I, YA, A	23
Color in Nature	I, YA, A	12
Creatures Of The Sun	I, YA, A	24
Day In The Desert	I, YA, A	26
Desert (Barr, '80)	I, YA, A	15
Desert Ecology	I, YA, A	14
Desert Place	I, YA, A	30
Desert Southwest	I, YA, A	15
Desert Whales	I, YA, A	22
Dragons Of Galapagos	I, YA, A	22

Giant Constrictors	I, YA, A	22
Great Blue Heron Story	I, YA, A	20
It's Tough To Be A Bird	I, YA, A	13
Jungle Cat Of The Amazon	I, YA, A	22
Kingfisher	I, YA, A	20
Kingsnake Predation On Rattlesnakes	I, YA, A	9
Last Stronghold Of The Eagle	I, YA, A	30
Learning About Deer	I, YA, A	13
Legacy For A Loon	I, YA, A	20
Life In The Desert: American Southwest	I, YA, A	11
Life Of The Honeybee	I, YA, A	24
Life Story Of The Hummingbird	I, YA, A	16
Lights, Action, Africa!	I, YA, A	55
Lion	I, YA, A	19
Mysteries Of The Deep	I, YA, A	24
Mysteries Of The Hidden Reefs	I, YA, A	22
Mzima: Portrait Of A Spring	I, YA, A	30
Nature's Half Acre	I, YA, A	33
Olympic Elk	I, YA, A	26
On Silent Wings	I, YA, A	16
One Day At Teton Marsh	I, YA, A	48
Osprey	I, YA, A	35
Our Dynamic Earth	I, YA, A	23
Predators Of The Desert	I, YA, A	22
Project Puffin	I, YA, A	13
Prowlers Of The Everglades	I, YA, A	33
Pupfish Of The Desert	I, YA, A	18
Redwood Forest	I, YA, A	18
Reptiles And Amphibians	I, YA, A	52
Roadrunner: Clown Of The Desert	I, YA, A	25
Saga Of The Sea Otter	I, YA, A	26
Saguaro	I, YA, A	26
Seal Island	I, YA, A	27
Seasons Of The Elk	I, YA, A	20
Shark	I, YA, A	22
Sharp Eyes, Sharp Talons	I, YA, A	16
Sky	I, YA, A	10
Snakes, Scorpions And Spiders	I, YA, A	15
The Sound Of Dolphins	I, YA, A	26
Spectacular Canyons	I, YA, A	17
Spiders	I, YA, A	18
Treasures Of Pearls Island	I, YA, A	21
Trumpeter Swans Return	I, YA, A	20
Varda, The Peregrine Falcon	I, YA, A	25
Voice Of The Desert	I, YA, A	22
We Call Them Killers	I, YA, A	16
Wolves & Coyotes Of The Rockies	I, YA, A	16
Year Of The Wildebeest	I, YA, A	30
Yellowstone In Winter	I, YA, A	27
Yosemite National Park	I, YA, A	16
Animals Nobody Loved	YA, A	52
Arctic Window	YA, A	58
Castles Of Clay	A	55

Deadly African Snakes	A	15
Death Of A Legend	YA, A	51
Geology Of Yellowstone	YA, A	16
Giants In The Sky	YA, A	16
In Search Of The Bowhead Whale	A	49
Me And You Kangaroo	YA	19
Miss Goodall & The Wild Dogs Of Africa	A	52
Modeling The Universe	YA, A	14
Octopus, Octopus	YA, A	22
Royal Albatross	YA, A	32
Unsinkable Sea Otter	YA, A	25
Wild Dog Family: Coyote	YA, A	18

Angler's Autumn	G	11
Balloon Safari	G	55
Bats	G	8
Bear Country	G	33
Bighorn	G	10
Bighorn!	G	52
Born Free	G	95
Boy's Trip Into The Grand Canyon	G	15
Brown Bears Of McNeil River	G	17
Cheetah	G	11
Chiricahuas	G	26
Day At The Beach	G	13
Deep Blue World	G	7
Dogs!	G	15
Dogs, Cats and Rabbits	G	7
Elephant	G	20
Firefly	G	11
Flash, The Teen-Age Otter	G	48
Forest Fisherman: The Story Of An Otter	G	16
Greater Sandhill Crane Story	G	17
Green Sea Turtle	G	21
Horse	G	11
Hot Spot	G	9
Hound That Thought He Was A Raccoon	G	48
Hummingbirds	G	25
In Beaver Valley	G	32
Kangaroo Island	G	17
Koalas	G	11
Ladybird Beetle	G	11
Life Of The Bighorn Sheep	G	16
Majestic Eagles of North America	G	12
Meet The Grebes	G	20
Monkey	G	11
Octopus	G	11
Pigs	G	11
Praying Mantis	G	11
Remarkable Mountain Goat	G	20
River Song	G	40
San Diego Zoo	G	17
Sleeping Bears	G	8
Snow Monkeys Of Japan	G	8

Squeak, The Squirrel	G	10
Survival In The Sea	G	30
Swallowtail Butterfly	G	11
Tembo, The Baby Elephant	G	10
Turtle	G	18
Two Little Owls	G	20
World Of The Beaver	G	32

Title	Level	Minutes
Animal/Nature Study		
VHS		
Does It Ever Rain In The Desert?	P, I	11
Antelope In Arizona	I, YA, A	25
Creatures Of The Sun	I, YA, A	24
Lions Of The African Night	I, YA, A	57
Arizona Mountain Lion Research	YA, A	20
Black Bear In Arizona	YA, A	20
Elk In Arizona	YA, A	24
Rattlesnakes	YA, A	7
Serengeti Diary	YA, A	58
Spirits On The Wing	YA, A	32
Birds in Arizona	G	18
Chiricahuas	G	28
Creatures Of The Mangrove	G	55
Day On A Mountain	G	27
Deer In Arizona	G	20
Desert Neighbors	G	27
Desert Voices	G	13
Flight Of The Whooping Crane	G	57
Grizzlies	G	50
Javelina In Arizona	G	14
Land Of The Tiger	G	58
Pigs	G	11
Realm Of The Alligator	G	57
San Diego Zoo	G	17

Title	Level	Minutes
3/4" Video (This is not the same as VHS)		
Rattlesnakes	YA, A	7
Birds In Arizona	G	18
Day On A mountain	G	27
Deer In Arizona	G	20
Javelina in Arizona	G	14
Venomous Creatures	G	21
Whales, Dolphins, And Men	G	52

Title	Level	Minutes
Desert Adaptation		
16mm		
Cactus: Adaptations For Survival	G	14
Cactus: Profile Of A Plant	G	11

Title	Level	Minutes
Desert Adaptation		
VHS		
Desert Giant	P, I	28
Gila Monsters Meet You At The Airport	P, I	28
Desert (Barr, '80)	I, YA, A	15

Title	Level	Minutes
Ecology		
16mm		
Lorax	P, I	25
Baobab: Portrait Of A Tree	I, YA, A	30
Cave Ecology	I, YA, A	13
Coral Jungle	I, YA, A	22
Country Coyote Goes Hollywood	I, YA, A	37
Desert c. 1971	I, YA, A	28
Ecology Of Plateaus	I, YA, A	8
Face Of The Sahara	I, YA, A	20
Intergalactic Thanksgiving	I, YA	26
Rivers, Floods And People	I, YA, A	11
Street Graphics	I, YA, A	10
What Is A Desert?	I, YA, A	13
Air Conditioned Comfort	A	6
Black Coal, Red Power	A	41
Coral Reef	YA, A	23
Desert's Living Sands	YA, A	20
End Of The Game	YA, A	28
Gifts	A	29
Greenpeace Voyages To Save The Whales	YA, A	27
Life In Parched Lands	YA, A	30
Ruth Stout's Garden	A	23
Walk In The Forest	A	28
Where Did The Colorado Go?	A	59
Dunes	G	7
Rainshower	G	16
Some People Just Call It The Lake	G	15

Title	Level	Minutes
3/4" Video (This is not the same as VHS)		
Fluorocarbons: The Unfinished Agenda	YA, A	29

Title	Level	Minutes
Energy		
16mm		
Energy	I, YA, A	26
Geysers, Lava And Hot Spots	I, YA, A	16
Hoover Dam Story	I, YA, A	28
Wind: Power And Promise	I, YA, A	24
Energy And Nuclear Power	A	16
Energy From The Sun (2d ed.)	YA, A	18
Energy: Fuels And Man	YA, A	23
Energy: Less Is More	A	20
Energy: Nuclear Alternative	A	20
Energy: Problems And The Future	YA, A	23
Energy: The Dilemma	A	20
Four Corners	YA, A	59
Nuclear Energy: The Question Before Us	YA, A	23
Place to Live	A	24
Solar Frontier	A	23
Solar Promise	A	29
Sunsmart	A	28

Title	Level	Minutes
Energy		
VHS		
Passive Solar Design	YA, A	21
Tapping The Sun	A	21

Title	Level	Minutes
3/4" Video (This is not the same as VHS)		
Do I Look Like I Want To Die?	YA, A	59
How To Build A Solar Food Dryer	A	8
How To Build A Solar Water Heater	A	7
Lighting	A	9
Passive Solar Design	YA, A	21
Sunsmart	A	28
Tapping the Sun	A	21

Title	Level	Minutes
Food Chains (Ecology)		
16mm		
Carnivorous Plants	G	13

Title	Level	Minutes
Houses		
16mm		
World of Jacques-Yves Cousteau	I, YA, A	53

Title	Level	Minutes
Houses		
VHS		
Passive Solar Design	YA, A	21

Title	Level	Minutes
3/4" Video (This is not the same as VHS)		
Passive Solar Design	YA, A	21

Title	Level	Minutes
Litter Stories		
16mm		
Neatos And The Litterbugs	T, P	7

Title	Level	Minutes
Mining		
16mm		
Black Coal, Red Power	A	41

Title	Level	Minutes
Mythology		
16mm		
Native American Myths	I, YA, A	24

Title	Level	Minutes
National Parks		
16mm		
Colter's Hell	I, YA, A	14
Death Valley	I, YA, A	18

Grand Canyon of the Colorado	I, YA, A	18
Dare the Wildest River	A	19
Grand Canyon: Journey With Joseph Wood Krutch	YA, A	50
Grand Canyon Chronicles	YA, A	49
In The Beginning	YA, A	28
John Muir's High Sierra	A	27
National Parks: Promise And Challenge	YA, A	23
Grand Canyon	G	29

Title	Level	Minutes
Nature Stories		
16mm		
Magoo's Puddle Jumper	G	7
Snow in Winter & Flowers In Spring	T, P, I	8
Time Of Wonder	T, P, I	13

Title	Level	Minutes
Nature Stories		
VHS		
Magoo's Puddle Jumper	G	7

Title	Level	Minutes
Plants		
16mm		
Greenhouse	P, I	11
Kudzu	YA, A	16
Cactus: Adaptations For Survival	G	14
Cactus: Profile Of A Plant	G	11

Title	Level	Minutes
Plants		
VHS		
Desert Plants For Landscaping	A	30

Title	Level	Minutes
3/4" Video (This is not the same as VHS)		
Desert Plants For Landscaping	A	30

Patrons with 3/4" video capabilities might also want to check the various titles listed in the Catalog under:

Gardening
Plants

Title		Level	Minutes
Pollution			
(Air, Noise, Water, etc.)			
	16mm		
Mountain Music		I, YA, A	10
Downwind, Downstream		YA, A	58
Buttercup		G	11

Title		Level	Minutes
Refuse/Refuse Disposal			
(Littering)			
	16mm		
How About It		T, P, I	7

Title		Level	Minutes
Water			
	16mm		
Great American Desert		I, YA, A	15
Itzu Guari Y El Niño Available in Spanish Language ONLY		I, YA	12
Living Things In A Drop Of Water		I, YA, A	12
Living waters Of The Colorado		I, YA, A	22
Rivers: Work Of Running Water		I, YA, A	22
Arizona And Water		YA, A	30
Colorado River, 2d ed		YA, A	13
Glen Canyon		A	29
Groundwater		YA, A	18
Water: A Clear And Present Danger		A	26
Water: A Precious Resource		YA, A	23

Title		Level	Minutes
Water			
	VHS		
Great American Desert		I, YA, A	15
Water: A Clear And Present Danger		A	26

Title		Level	Minutes
Wildlife-Conservation			
	16mm		
Lady And The Owl		I, YA, A	28
Buffalo-Majestic Symbol Of The Plains		A	12

Buffalo Still Roam	G	20
Kakapo: The Night Parrot	G	30
Kirkland's Warbler	G	10
Patuxent Wildlife Research Center	G	20

Title	Level	Minutes
Wildlife-Conservation		
VHS		
African Odyssey	I, YA, A	58

Film Request Form
Department of Library, Archives and Public Records

SUMMER READING PROGRAM 1992: FILM REQUEST FORM

P________

BY________

DATE________

FVS OFFICE USE ONLY

Return To:

State of Arizona
Department of Library, Archives & Public Records
Film & Video Services
3110 E. Roosevelt
Phoenix, AZ 85008
(602) 255-5844

Requests postmarked on or before 4/27/92 will be confirmed by 5/24/92
Do not use this form after June 8, 1992

BORROWING LIBRARY:________

DATE SUBMITTED:________

CONTACT PERSON:________ PHONE:________ EXT:________

FILMS ARE TO BE RETURNED IMMEDIATELY AFTER LISTED SHOW DATE.

Show Date:		Theme or Title(s):	Audience Age Level:	Amount of Film Time You Want:
6/14/91		Titles: Paul Bunyan	I	About 15 min.
	or	Pecos Bill		
	or	Subject/Theme: Folklore		
		Titles:		
	or	Subject/Theme:		
		Titles:		
	or	Subject/Theme		
		Titles:		

(Use Reverse Side if Necessary)

Summer Reading Program 1992 Film Request Form - Continued

Show Date:		Theme or Title(s):	Audience Age Level:	Film Time You Want:
______		Titles: ______	______	______
		______		
		______		
	or	Subject/Theme: ______		
______		Titles: ______	______	______
		______		
		______		
	or	Subject/Theme: ______		
______		Titles: ______	______	______
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	or	Subject/Theme: ______		
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		______		
		______		
	or	Subject/Theme: ______		
______		Titles: ______	______	______

(This Form May Be Duplicated)

A SAMPLING OF TITLES ON TALKING BOOK AND IN BRAILLE FOR THE BLIND AND PHYSICALLY HANDICAPPED

KEY TO SYMBOLS IN THE BOOKLISTS

RC, AZC = Recorded cassette book

RD, FD = Recorded disc book

BR = Braille book

FICTION

RC 32307 Aschenbrenner, Gerald. *Jack, The Seal, and the Sea.* 1c.
Jack grew up surrounded by the smells of fish and the sea and the cries of the gulls. His father was a fisherman and Jack knew that he would become a fisherman, too. But things begin to change. The sea no longer sparkles. The fish take longer to find, and they are small and sickly. But Jack ignores the polluted condition of the water until he finds an ailing seal and receives a message from the sea. **Grades 2 - 4.**

RC 30486 Cowcher, Helen. *Rain Forest.* 1c.
The sloths, anteaters, birds, monkeys and other creatures of the rain forest sense something more powerful than the jaguar threatening their world; machines, cutting and spoiling. **Pre-school - Grade 2.** 1988.

RC 23516 Craighead George, Jean. *The Talking Earth.* 1c.
Now that Billie Wind is going to school at the Kennedy Space Center, she finds it more and more difficult to understand the old ways of her people, the Seminole Indians. But when the tribal council sends her into the wilds of the Florida Everglades to rethink her doubts, Billie discovers that she must listen to the earth and the animals to survive. **Grades 5 - 8.**

RC 32702 Jonas, Ann. *Aardvarks, Disembark!* 1c.
After the flood, Noah called for all of the animals to disembark, but the ark was still full. So he called "Everyone, disembark!" and out came Zebus, and Youyous, and Wallabies, and Voles, and a whole host of animals from "Z" to "A" whose names sound unfamiliar to us today because they are now extinct or endangered. **Grades K - 3 and older readers.**

RC 29550 Levin, Betty. *The Trouble with Gramary.* 1c.
Gramary, Merkka and Ben's grandmother, is a local legend in their small Maine fishing village. She has a welding business in the yard of their waterfront home, turning scrap metal and junk into tools for the fishermen and farmers. But times are bad in the fishing industry, and some residents see a future in developing the waterfront. They begin to pressure Gramary to either clean up the yard or sell the house. **Grades 5 - 8.**

RC 31231 Seuss, Dr. *The Lorax.* 1c.
Once, when the grass was still green and the pond was still wet and the clouds were still clean, Swomee-Swans, Brown Bar-ba-loots and Humming-fish lived happily among the Truffula trees. The Once-ler settled in this beautiful place and discovered that he could make thneeds, which sold quite handsomely, from the Truffula trees. Overcome by greed, he did not heed the warning of the Lorax. **Grades 2 - 4.**

NON-FICTION

AZC 1629 Bash, Barbara. *Desert Giant.* 1c.
Description of the life cycle and ecosystem of the giant Saguaro cactus and the desert animals it helps to support. **Grades 2 - 4.** 1989.

AZC 1314 Baylor, Byrd. *The Desert Is Theirs.* 1c.
Celebrates the desert with its hawks, lizards, coyotes, and Papago Indians. **Grades K - 3.** 1975.

RC 12505 Bedick, Jeanne. *Exploring an Ocean Tide Pool.* 1c.
Explores the ecosystem of an ocean tide pool. **Grades 3 - 6.**

RC 26751 Brindell Fradin, Dennis. *Disaster! Famines.* 1c.
Examines the devastating problem of famine and its causes, particularly in Africa in the 1980's. Also provides a look at major famines in history, including several in India, China in the 1870s, and Russia in the 1920s. **Grades 3 - 6.** 1986.

RC 25920 Cheney, Glenn Alan. *The Amazon.* 1c.
The Amazon River, the largest in the world, is described along with its effects upon the plants, animals, other natural resources, and people in the region through which it flows. Also discusses the problems and concerns caused by the river and prospects for its future. **Grades 3 - 6.** 1984.

RC 26136 Craighead George, Jean. *One Day On The Prairie.* 1c.
Describes how the plants, animals, and insects of the prairie sense a coming tornado and excitedly prepare to avoid its destruction. **Grades 2 - 4.** 1986.

RC 24664 Curtis, Patricia. *All Wild Creatures Welcome: The Story of a Wildlife Rehabilitation Center.* 2c.
Director Betsy Lewis founded Lifeline for Wildlife to reacclimate abandoned animals to their natural environments before release into a suitable wilderness area. Allows readers to feel the effects of man's neglect, carelessness, and cruelty to wildlife. **Grades 5 and older readers.** 1985.

RC 32757 Earthworks Group. *Fifty Simple Things Kids Can Do to Save The Earth.* 1c.
Briefly explains environmental concerns such as acid rain, air pollution, disappearing animals, and the greenhouse effect; then lists things kids can do to help save our planet. Includes a section on "eco-experiments". **Grades 4 - 7 and older readers.** 1990.

RC 26799 Facklam, Margery and Howard. *Changes in the Wind: Earth's Shifting Climate.* 1c.
A lively examination of changes in the earth's climate and their causes. Includes both natural forces, such as ocean currents, the sun, and volcanoes; and man-made factors like pollutants, acid rain, and the destruction of rain forests. Predictions and recommendations for the future are also included. **Junior and senior high readers.** 1985.

RC 25904 Fischer-Nagel, Heiderose and Andreas. *Season of the White Stork* . 1c.
Each year, the white stork travels 6,000 miles as it returns from Africa to Europe to nest during the spring and summer months. The book tells of this long, dangerous journey and of how the white stork hatches its eggs and raises its young. It also discusses the danger of storks becoming extinct and describes other species of stork. **Grades 2 - 4.** 1986.

RC 30534 Gay, Kathlyn. *Silent Killers.* 1c.
Examines potentially dangerous chemicals, gases, and metals including dioxin, asbestos, carbon monoxide, radon, lead, pesticides, and radioactive wastes. Shows how these substances can endanger people and discusses cleanup and preventative measures. **Grades 6 - 9 and older readers.** 1988.

RC 27759 Gilbreath, Alice. *River in the Ocean: The Story of the Gulf* Stream. 1c.
History of exploration of the Gulf Stream, a warm river flowing in the Atlantic Ocean, from Benjamin Franklin's early charting to a 1960s submarine expedition. Describes the Gulf Stream's formation, its effects on the climate of surrounding areas, and its organisms and food web. **Grades 4 - 7.** 1986.

RC 12517 Gregor, Arthur S. *Man's Mark on the Land, The Changing Environment.* 1c.
Historical look at man's environment: the discovery of farming, the coming of the city, and the rise of civilization. **Grades 4 - 7.** 1974.

RC 25860 Haines, Gail Kay. *The Great Nuclear Power Debate.* 2c.
Haines sifts fact from fiction in the debate that surrounds the use of nuclear power as an energy resource. Careful to give scientific orientation to each area of discussion, she is most concerned with dispelling the emotion that replaces informed judgements. **Grades 6 - 9.** 1985.

RC 25481 Hinshaw, Dorothy. *Buffalo: The American Bison Today.* Patent. 1c.
Describes the year round habits and behavior of the American bison in the wildlife management programs that ensure its survival as a species. **Grades 3 - 6.** 1986.

RC 30532 Hins, Dorothy. *The Whooping Crane.* Patent. 1c.
The tall, graceful Whooping Crane was threatened by the encroachment of civilization. Tells how a captive breeding program and wildlife refuges helped rescue an endangered species. **Grades 4 - 7 and older readers.** 1988.

RC 26758 Hiscock, Bruce. *Tundra: The Arctic Land.* 1c.
Describes the harsh, cold land of the tundra; its animals such as the caribou, muskoxen and arctic foxes; its plants, and its people. **Grades 3 - 6.** 1986.

RC 30812 Jezer, Marty. *Rachel Carson.* 1c.
Life of Rachel Carson, who overcame many difficulties faced by women in the sciences to become the foremost ecologist of her time. **Grades 6 - 9.** 1988.

RC 26801 Johnson, Sylvia A. and Alice Aamodt. *Wolf Pack: Tracking Wolves in the Wild.* 1c.
Describes the wolf pack, how its members are organized, how the young are cared for, how pack members communicate with each other, how they hunt, and how they relate to other packs. Also discusses ancient and popular beliefs about the wolf, and its present endangered-species status. **Grades 4 - 7.** 1985.

RC 15977 BR4518 Ford, Barbara and Keiper, Ronald R. *The Island Ponies: An Environmental Study.* 1c.
Describes the life of the famous wild ponies on the Barrier island of Assateague and the firsthand observations of a scientist who had studied them for the national park service. **Grades 4 - 7 and older readers.** 1979.

RC 30694 Kudlinski, Kathleen V. *Rachel Carson: Pioneer of Ecology.* 1c.
Biography of Rachel Carson. Through her books, many people discovered ecology and the need to protect the environment. **Grades 3 - 6.** 1988.

BR 7293 Lauber, Patricia. *Volcano: The Eruption and Healing of Mount St. Helen.* 1 volume.
The May 1980 Mount St. Helens eruption was one of the most destructive volcanic activities in U.S. history. Tremors were felt for hundreds of miles, and mud flows leveled whole forests, leaving behind a barren land. The author discusses how and why Mount St. Helens erupted, then provides an account of the gradual return of plant, insect, and animal life to the devastated area. Grades 4 - 7. 1986.

RC 14177 Laycock, George. *Exploring the Great Swamp.* 1c.
Introduction to the history, scientific facts, and legends of such great swamps as the Okefenokee, the Alakai, the Great Dismal, and the Reelfoot. Emphasizes the importance of preserving swamp ecology. **Grades 4 - 7.** 1978.

RC 30903 MacClintock, Dorcas. *Red Pandas.* 1c.
The red panda, a small long-tailed animal about the size of a large housecat, lives in the Himalayan region of Asia. Describes the physical characteristics, habitat, behavior, lifecycle, and conservation of the red panda. **Grades 6 - 9 and older readers.**

RC 30904 McClung, Robert H. *Lili: A Giant Panda of Sichuan.* 1c.
Follows the first several years in the life of Lili, a female Panda in the only remaining natural habitat for this animal, China's Sichuan province. Includes a discussion of preservation efforts for the fewer than 1000 remaining Pandas. Grades 3 - 6. 1988.

RC 27894 McClung, Robert M. *Whitetail.* 1c.
Presents the life history of the Whitetailed deer through a story about Star, a fawn born in the Alleghenies of central Pennsylvania. As Star grows he must learn to avoid hunters, snowmobiles, and dogs. Includes a discussion of hunting as a population management tool, as well as arguments against hunting. **Grades 5 - 8 and older readers.** 1987.

BR 7907 Powzyk, Joyce. *Tasmania: A Wildlife Journey.* 1 volume.

A journey through the wilds of Tasmania. This remote island off the coast of Australia has plants and animals found nowhere else in the world. **Grades 2 - 4 to share with older readers**. 1987.

RC 27797 Pringle, Laurence. *Throwing Things Away: From Middens to Resource Recovery*. 1c.
The author explores garbage as history and culture, showing its importance to archaeologists in studying past societies. He then describes the animals and birds that forage at dumps, like the polar bear in Manitoba and gulls in the United States. Also analyzes the present and future problems of solid waste disposal and management. **Grades 6 - 9 and older readers**. 1986.

BR 5442 Pringle, Laurence. *Water: The Next Great Resource Battle*. 1 volume.
A sobering account explores the waste, mismanagement, and shortsightedness that have led to the present national water alarm. Examines the complex factors that contribute to the problem and offers practical suggestions for a workable conservation program. **Grades 6 - 9 and older readers**. 1982.

RC 28142 Pringle, Laurence. *Restoring Our Earth*. 1c.
Discusses the efforts of ecologists and others in restoring the prairies, marshes, forests, rivers, and other damaged environments of North America to conditions as close to the original as possible. **Grades 6 - 9 and older readers**. 1987.

RC 30533 Pringle, Laurence. *Rain of Troubles*. 1c.
Pringle explains how acid rain is formed, how it was discovered, how it is transported and how it affects plant and animal life. He also discusses the role politics have played in this issue. **Grades 6 - 9 and older readers**. 1988.

RC 12674 Ross, Wilda S. *The Rain Forest: What Lives There* . 1c.
Glimpse of exotic plants and animals that flourish in a tropical African rain forest. **Grades 3 - 6**. 1977.

RC 25754 Ryden, Hope. *America's Bald Eagle*. 1c.
Information on the appearance, mating, nesting, breeding, growth, and character of the bald eagle. Today America's national symbol, the bald eagle, thrives only in Alaska, due to environmental factors such as acid rain and dwindling nesting areas. **Grades 5 - 8**. 1985.

RD 19534 Sabin, Louis. *Wonders Of The Sea*. 1c.
BR 5602 Describes how many fascinating sea plants and animals interact in the underwater world of the ocean. **Grades K - 3**. 1982.

RC 32331 Seixas, Judith S. *Water: What It Is, What It Does*. 1c.
Introduction to water describes its properties, its forms, its power, its uses, and the water cycle. Also discusses water pollution and water shortages and includes 5 experiments. **Grades 2 - 4**. 1990.

RC 26752 Timberlake, Lloyd. *Famine in Africa*. 1c.
In 1985, hunger threatened the lives of thirty million people in Africa in the biggest famine of the century. The author shows how drought, rainfall, farming practices, the loss of forests, unwise government planning and spending, and war create and increase famine. **Grades 3 - 6**. 1986.

Bloyd, Sunni. *Endangered Species.* Lucent Books, 1989. ISBN 1-506006-106-5. $13.60. **Grades 4 - 6.**

Bowden, Marcia. *Nature for the Very Young: a Handbook of Indoor and Outdoor Activities.* John Wiley and Sons. 1989. ISBN 0-471-62084-X. $12.95. **Adult.**

Call to Action: handbook for ecology, peace, and justice. Sierra Club Books. ISBN 0-87156-611-7. $12.95. **Adult.**

Earthworks Group. *50 Simple Things Kids Can Do to Save the Earth.* Andrews and McMeel. 1990. ISBN 0-8362-2301-2. $6.95. **Grades 4 - 6.**

Elkington, John. *Going Green: a kid's handbook to saving the planet.* Puffin. 1990. ISBN 0-670-83211-7. $14.95. **Grades 4 - 6.**

Fiarotta, Phyllis. *Snips and Snails and Walnut Whales.* Workman, 1975. ISBN 0-91104-49-6.$3.95. **Grades 4 - 6.**

Forte, Imogene. *Nature Crafts,.* Incentive Publications. 1985. ISBN 0-86530-098-4. $3.95. **Grades 4 - 6.**

GAIA, an atlas of planet managememt. Doubleday. 1984. ISBN 0-385-19072. $22.95. **Grades 7 - 12.**

Goodman, Billy. *A Kid's Guide to How to Save the Planet.* Avon. 1990. ISBN 0-380-76041-X. $2.95. **Grades 4 - 6.**

Lampton, Christopher. *Endangered Species.* Watts, 1988. ISBN 0-531-1050-5. $11.90. **Grades 7 - 12.**

Lewis, Scott. *The Rainforest Book.* Living Planet Press. 1990. ISBN 0-9626-072-1-5. $11.90. **Grades 7 - 12.**

MacEachern, Diane. *Save Our Planet: 750 everyday ways you can help clean up the earth.* Dell. 1990. ISBN 0-440-50267-5. $9.95. **Grades 7 - 12.**

Milord, Susan. *The Kid's Nature Book. 365 indoor/outdoor activities and experiences.* Williamson, 1989. ISBN 0-913589-42-X. $12.95. **Grades 4 - 6.**

Miles, Betty. *Save the Earth: an action handbook for kids.* Knopf. 1991. ISBN 0-679-91731-4. $13.99. **Grades 4 - 6.**

Mitchell, John. *The Curious Naturalist.* Prentice-Hall. 1980. ISBN 0-13-195412-1. $15.95. **Grades 7 - 12.**

Nash, Bartleby. *Mother Nature's Greatest Hits: the top 40 wonders of the animal world.* Living Planet Press. 1991. ISBN 0-9626072-7-4. $5.95. **Grades 7 - 12.**

Newkirk, Ingrid. *Kids Can Save the Animals: 101 easy things to do.* Warner Books, 1991. ISBN 0-446-39271-5. $6.99. **Grades 4 - 6.**

Pedersen, Anne. *The Kids' Environment Book: what's awry and why.* John Muir Publications. 1991. ISBN 0-945465-74-2. $13.95. **Grades 4 - 6.**

Schwartz, Linda. *Earth Book for Kids: activities to help the environment.* Learning Works. 1990. ISBN 0-88160-195-0. **Grades 3 - 6.**

Sisson, Edith. *Nature with Children of All Ages.* Prentice-Hall. 1982. ISBN 0-13-610444-4. $19.95. $19.95. **Adult.**

About The Natural Resources Defense Council 40 W. 20th Street New York, N.Y. 10011

With 168,000 members, five offices, and a staff of more than 80 lawyers, scientists, and environmental specialists, NRDC is the nation's leading environmental organization. And with a 20-year record of creating and enforcing environmental law, it is the most effective.

Produces such pamphlets as "Your Students Can Help Save The World's Rainforests", "TLC Truly Loving Care For Our Kids And Our Planet"and "A Kid's Guide To Protecting The Planet".

Acid Rain Foundation 1410 Varsity Drive Raleigh, NC 27606

This foundation has information and interests in Acid Rain, Air Pollutants and Forests, and Global Climate Change. They are also starting a unit on Recycling.

Material sent included a poster on Reports to the Nation, a catalog, the Acid Rain Reader, Rain Rain Go Away Coloring Book, Acid Rain Science Projects, and a booklet on the Air Around Us.

American Forest Institute 1619 Massachusetts Avenue N. W. Washington, D.C.

Project Learning Tree Materials.

Arizona Game and Fish 222 W. Greenway Rd. Phoenix, A.Z. 85023

"Arizona Wildlife Views" (12 issues/ $6.60)

Arizona Nature Conservancy 300 E. University Blvd. Tucson, A.Z. 85705

Newsletter, "Nature Conservancy Magazine".

Aseptic Packaging Council 1000 Patomac Street, NW Suite 401 Washington, D.C. 20007 The council had commissioned a teaching guide that provides significant information about packaging and waste management. Resource includes flyer and manual. Lessons appear to be geared to any age group.

Center for Marine Conservation 1725 DeSales Street, NW Washington DC 20036

The Center for Marine Conservation is a non-profit environmental organization dedicated to the protection of endangered marine wildlife and their habitats.

Material available includes pamphlets on Educational Materials Available from the Center for Marine Conservation, on the Center for Marine Conservation, copies of newsletters Sanctuary Currents, Marine Conservation News, teacher packets on Trash in Our Oceans, Manmade debris in the Marine Environment, and Cruise Ship Passenger Information.

Children's Book Council Order Center 350 Scotland Road Orange, NJ 07050.

"REFUSE, REUSE, RECYCLE: THE 3 R's OF THE 21st CENTURY The Children's Book Council commissioned ecology-oriented posters by three well-known children's book illustrators. The artists depict everyday situations to encourage kids to make a difference.

Each poster is 13" x 26", in full color, and is printed on recycled paper. The set sells for $15.00.

Defenders of Wildlife 1244 Nineteenth Street, NW Washington, D.C. 20036

Information includes a list of endangered & threatened species, a pamphlet on defending wildlife, a colorful bookmark on Help Keep Wild Birds Wild, and information on how to become a wildlife activist. There are also a series of information sheets on the African Elephant, the Bald Eagle, the Black-Footed Ferret, the Florida Panther, the Giant Panda, the Gray Whale, the Gray Wolf, the Humpback Whale, the Peregrine Falcon, the Sea Otter, and the West Indian Manatee.

DEMCO P.O. Box 7488 Madison, WI 53707-7488

Materials available include "Environmental Awareness Promotional Materials".Items include: Earth Flag, Earth Posters and Stickers, Earthy Friends of the Planet, Save the Earth Video, Magnetic Love Earth Puzzle, Earth – Love It or Leave It T-shirt, Color the Earth Blue and Green Book, Environmental Stickers, Earth Bookmarks, Complete Ecology Rubber Stamp Set, and much much more.

Friends Of The Earth 218 D. Street S.E. Washington, D.C. 20003

Helping Your Child Learn Science Department 611X Consumer Information Center Pueblo, CO 81009

This colorful booklet is written for parents of young children (about 3 to 10 years old). The booklet has basic science information, experiments that you can do at home with your children, suggestions of activities you can do close to home; and a list of other books and resources. The document is free simply request item number 611X.

The Infinity Foundation P.O. Box 13881 Scottsdale, AZ 85267

A new company aimed at helping to "develop conservation-oriented habits and attitudes in children of all ages." Sergio E. Horcos, president, has written a series of children's books and hopes the sale of T-shirts, buttons and stickers will help finance printing and publishing them.

T-shirts come in sizes 2 - 4 through 14 - 16 and retail for $9.95. Adult sizes run from small to extra large and sell for $10.95. Add $1 for postage

Kids F.A.C.E. Illustrated P.O. Box 158254 Nashville, TN 37215

A newsletter published bimonthly by Kids For A Clean Environment, a non-profit corporation supported by tax deductible contributions used to educate children and to present children's views on envi-ronmental issues. Membership is free to all children

Museum Products Gold Star Highway Mystic, C.T.

Plastic magnifying lenses.

The National Wildlife Federation 1400 Sixteenth Street, NW Washington, D.C. 20036-2266

As the nation's leading environmental group, the Federation works to protect wildlife and the habitat so vital for its survival. Our efforts on behalf of clean air, pure water, endangered species – and a myriad of other conservation and envi-ronmental concerns – span the world.

Write for the group's information directory and publications listing. "NatureScope" is an award-winning environmental education activity series that you may want to utilize in your program. "Remember make Earth Day Every Day®"

The Phoenix Zoo P.O. Box 52191 5810 East Van Buren Street Phoenix, AZ 85072

Open every day, rain or shine, 9 a.m. till 5 p.m. Summer hours, May 1st through Labor Day, 7 a.m. to 4 p.m.

The Education Department has produced "The Phoenix Zoo's Endangered Species Activity Book". This 32 page Bound activity booklet features endangered animals and many reasons for their decline. The cost is $7.50 ea and $3.00 ea for postage.

Trees for Life 1103 Jefferson Wichita, KS 67203

Since 1984 Trees For Life has planted 10 million trees in development projects in four countries.

The contents of the Tree Planting Kit for Classrooms include tree seeds, a specially designed planting container for each child and a workbook for the teacher. Materials are provided at a very modest cost of $1.00 per student for orders of 5 or more. Ele-mentary, middle and high school youth as well as adults have used the materials.

Twelve News Earthwatch KPNX 12 KPNX Broadcasting Company P. O. Box 711 1101 N. Central Avenue Phoenix, AZ 85001 (602) 257-1212

Buttons, pamphlets and bumperstickers have been available. I tried to contact someone and received no reply. This is something you may not want to follow up on.

UNESCO U. S. Department of State 201 C Street N.W. Room 4334A Washington, D.C. 20520

Ecoregions of the continents map.

U. S. Fish And Wildlife Service 3616 W. Thomas Road Suite 6 Phoenix, A.Z. 85019

Endangered and threatened species of Arizona list.

Upstart 32 East Avenue Hagerstown, M.D. 21740

Environmental posters and promotional items.

Western Regional Environmental Education Council Salina Star Route Boulder, C.O. 80302

Project WILD environmental education materials.

You and Me and Ecology Box 11189 Chicago, IL 60611

The Ronald McDonald Family Planet Protector Guide has 12 pages of environmental puzzlers, activities and facts for kids. The cost is free.

Cat Burdulis HCR 4351 Oracle, AZ 85623 (602) 896-9027

Stories about the Earth from around the world. Different perspectives of diverse peoples and their relationship to the earth.

Earth People stories and poems. Audience participating stories and poems that include themes of recycling, conservation and Earthcare.

$200 - $300 per show. Block booking reduces rates. Travel range unlimited.

Jill Mardemess Quintessence (wind quintet) 8636 E. Palo Verde Scottsdale, AZ 85250 (602) 483-3071

"Take Me To TheZoo" is a musical celebration of the animal world, featuring many animal adventures.

"Opus Number Zoo" (children's play) composed by Luciano Berio with text by Rhoda Levine describes in music and word the whimsical and thought-provoking points of view that only cats, mice, fawns foxes and chickens could offer to the human race.

"Raven And The Sun, Moon And Stars" by Russell Guyver tells through music and words of how the wily Raven brought Light into the world, and why a Raven is black to this day.

Fee is $375 per performance, inclusive of mileage and per diem. Travel range is the Phoenix metropolitan area.

Steve Prchal Sonoran Arthropod Studies P. O. Box 5624 Tucson, AZ 85703 (602) 883-3945

Educational programs focusing on insects arachnids and other arthropods. Programs utilize models, graphics and living arthropods.

Charges are $100.00 per day and $0.25 per mile. Will travel to Southern Arizona including Phoenix area.

Lynn Roberts Aces Entertainment P.O. Box 44999 Phoenix, AZ 85064 (602) 956-5102

The Aces Clown Band provides fun, magic, juggling/stilt walking, happy music and audience participation.

Fee is $180.00 plus milage over 50 miles. Artist prefers to stay within a 50 mile radius.

Sargon Folio Sargon (magician, comic, juggler, musician) 2850 Kings Hwy. W Castle Canyon Mesa Prescott Valley, AZ 86314 (602) 775-5157

Does magic shows, some songs, juggling and comedy. Shows have a lot to do with all things abouth the enviroment (from recycling to nukes). Also uses bubble and balloons.

Fee charged $350.00 includes mileage and per diem. Will travel all of state.

Nancy Smith Great Arizona Puppet Theater P. O. Box 7001 Phoenix, AZ 85011

The Great Arizona Puppet Theater has designed a puppet show about endangered species in Arizona.

Fee is $75.00 plus expenses if out of town. Will travel the entire state.

String Sounds Susan Smith 3944 East Oak Street Phoenix, AZ 85008 (602) 275-7790

Fees depend upon distance from the center of Phoenix. Valley performances cost $200 when sites co-sponsored with the Music Performance Trust Fund (which requires a two sentence letter to be written a minimum of 45 days in advance of performance date.) We will travel out of town, but those fees include mileage at the rate of 50¢ per mile round trip (for two vehicles) and appropriate per diem expenses.

Current program themes include one on Endangered Wildlife.

Janet Winans 1108 Mohave Avenue Parker, AZ 85344 (602) 669-6578

I would read poetry, my own work and others', selected to fit the theme specified, and discuss the process of writing for me, the creative process as it affects all of us. Exercises in creative writing can be a part of the program if desired.

Fee (in keeping with Arts Commission standard) Workshop - $30.00, Lecture - $50.00 and Performance - $50.00. I will travel statewide.

AIIM

Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301/587-8202

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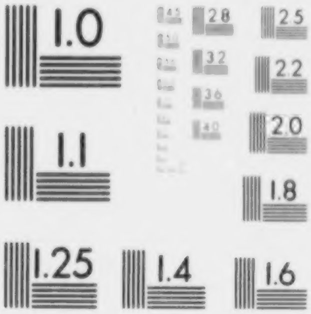
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MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

1992 ARIZONA READING PROGRAM
"Rainbow Earth"

EVALUATION/QUESTIONAIRE

In order to evaluate the 1992 Arizona Reading Program, please photocopy and complete the three-page Evaluation/Questionnaire and return it no later than September 7, 1992 to Deborah Tasnadi at the Department of Library, Archives and Public Records, Library Extension Division, 1700 W. Washington Avenue, Phoenix, Arizona 85007. Our aim is to judge the success of the program and learn how it may be refined and improved for the future.

Name of Library ______________________________

Address of Library ______________________________

City & Zip ______________________________

Telephone Number ______________________________

1. Are you interested in serving on the 1993 ARP Committee? Yes ______ No ______

______________	______________	______________	______________
Date Program Began	Date Program Ended	Number of Weeks	Local Program Budget

2. Do you feel the Arizona Reading Program succeeded in motivating children to think positively of the library and its resources? Yes _____ No ____

3. STATISTICS

Number of all children involved ______________________________

Number of all children who earned a certificate ______________________________

Number of books read (estimate if not known) ______________________________

Number of minutes read (estimate if not known) ______________________________

Total number of programs ______________________________

Number of staff assisting with program ______________________________

Number of volunteers assisting with program ______________________________

4. PUBLICITY

Please check those items of publicity used to promote the program:

Newspaper Releases __________

Radio Releases __________

Fliers __________

In House Displays __________

Posters __________

School visits __________

Bookmarks __________

Church Bulletins __________

Other, please specify __________

____

____

How would you rate your publicity efforts?

Very successful ______________
Moderately successful ______________
Ineffective ______________

5. PROGRAMS

During the summer, did you sponsor or conduct:

Film programs? Yes________ No________

If yes, give number held ________ Total attendance ________

Please check the different techniques that you used in your programs.

Arts and crafts ________
Booktalks ________
Creative dramatics ________
Demonstrations/resources ________
Discussion groups ________
Field trips ________
Filmstrips ________
Finger plays ________
Flannel board ________
Music________
Puppets ________
Records/cassettes________
Storytelling ________
Others, please specify__________

What was your most successful program? Briefly detail.

____

____

Preschoolers

Did you have a good read-to-me program for preschool - K Yes_____No_____
Number of good listeners who registered ______________
Number of good listeners who earned a certificate ______________
Briefly describe any special programs you held for preschoolers.

____

____

____

6. List community groups/businesses who supported your program. For instance, did the same group make program materials or provide refreshments for your end of summer party?

____

____

____

7. Overall Evaluation

How would you evaluate the librarian's manual?

Useful ____________ Not useful ______________ Needs improvement ____________

What suggestions do you have for improving the manual? ______________________________

____

____

How would you rate the materials provided by the Arizona Department of Library,Archives and Public Records?

	Useful	Not Useful
Activities		
Bags		
Bookmarks		
Clip Art		
Reading Records		
Posters		
T-shirts		
Stickers		
Medals		

Tell us in a few words how you developed the theme in your library. ______________________

____

____

Were any disabled children involved in your reading program?

Yes__________No__________ If yes, explain: ______________________________

____

____

List any themes you would like considered for future library reading programs.

____

____

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items pertaining to reading that you wish to share with us.

Thank you for your participation and evaluation of the 1991 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.

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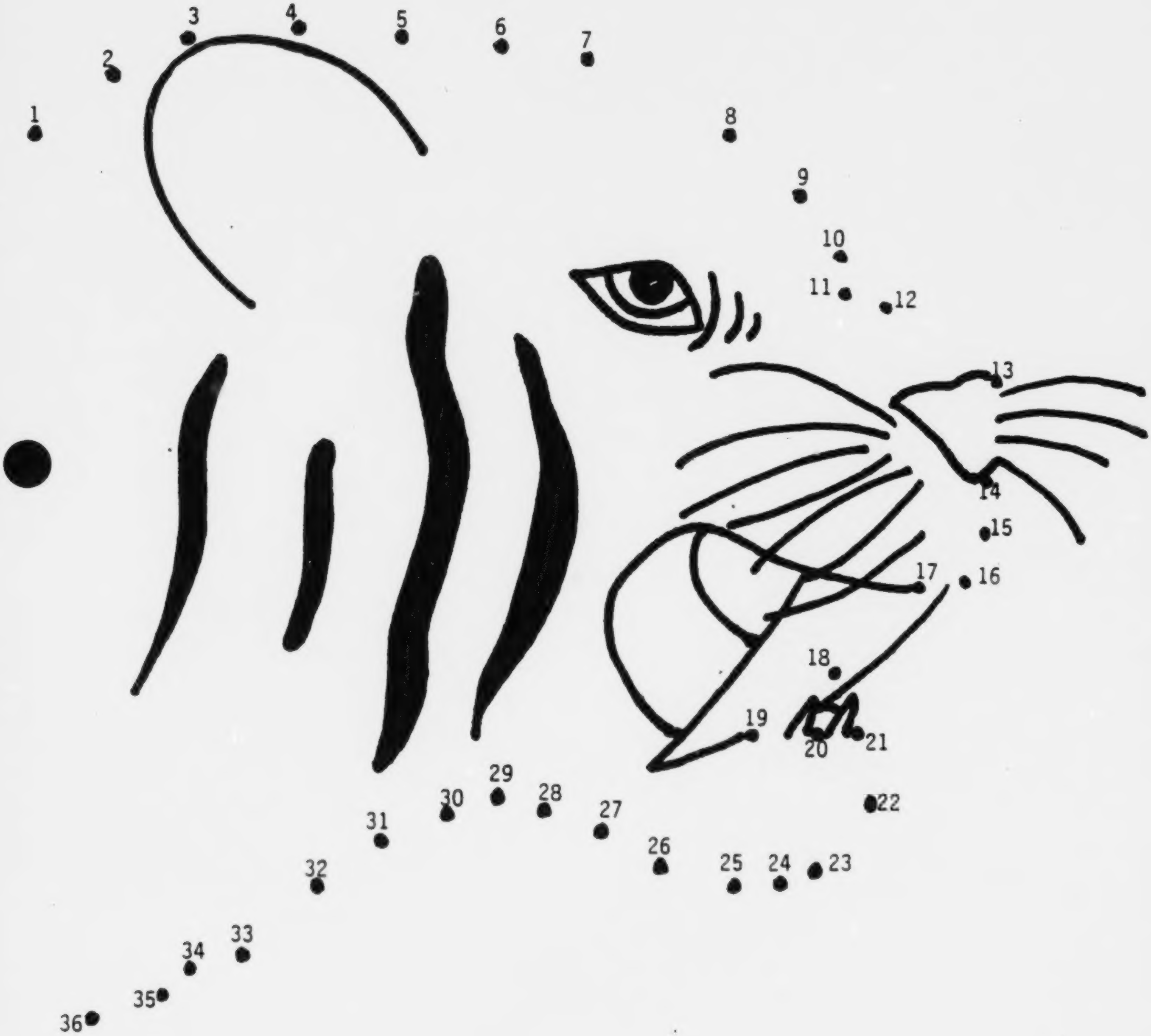
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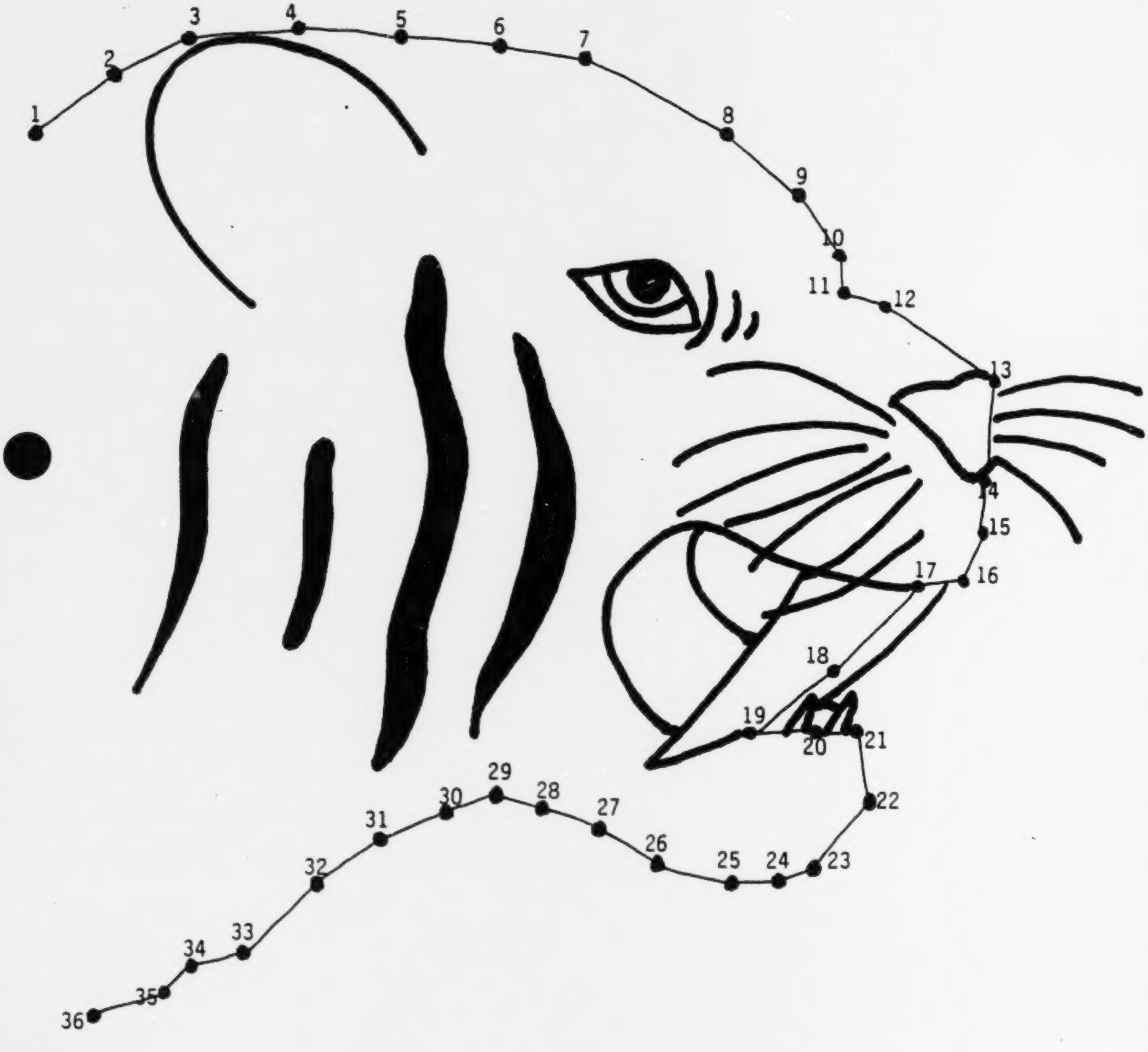
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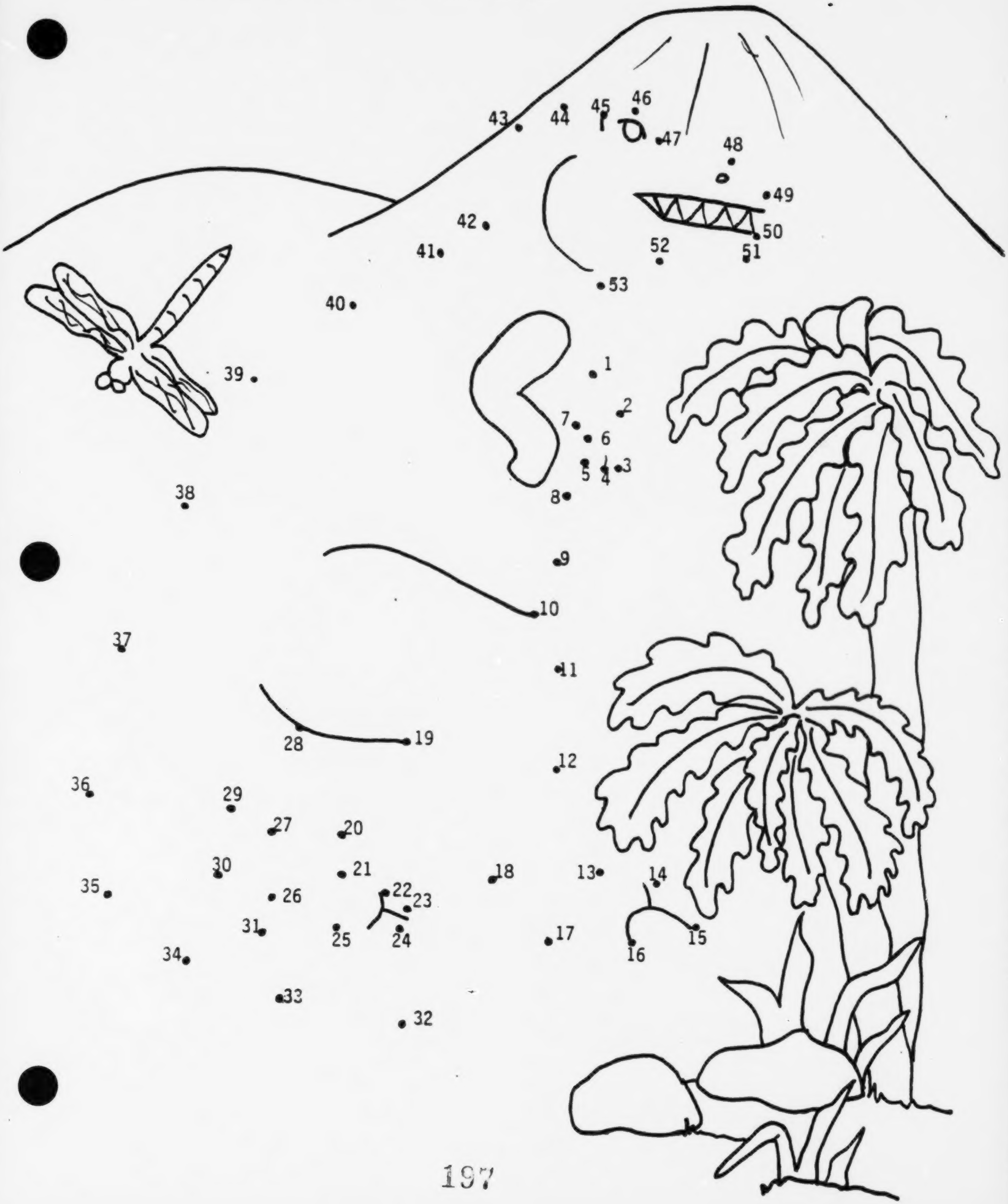
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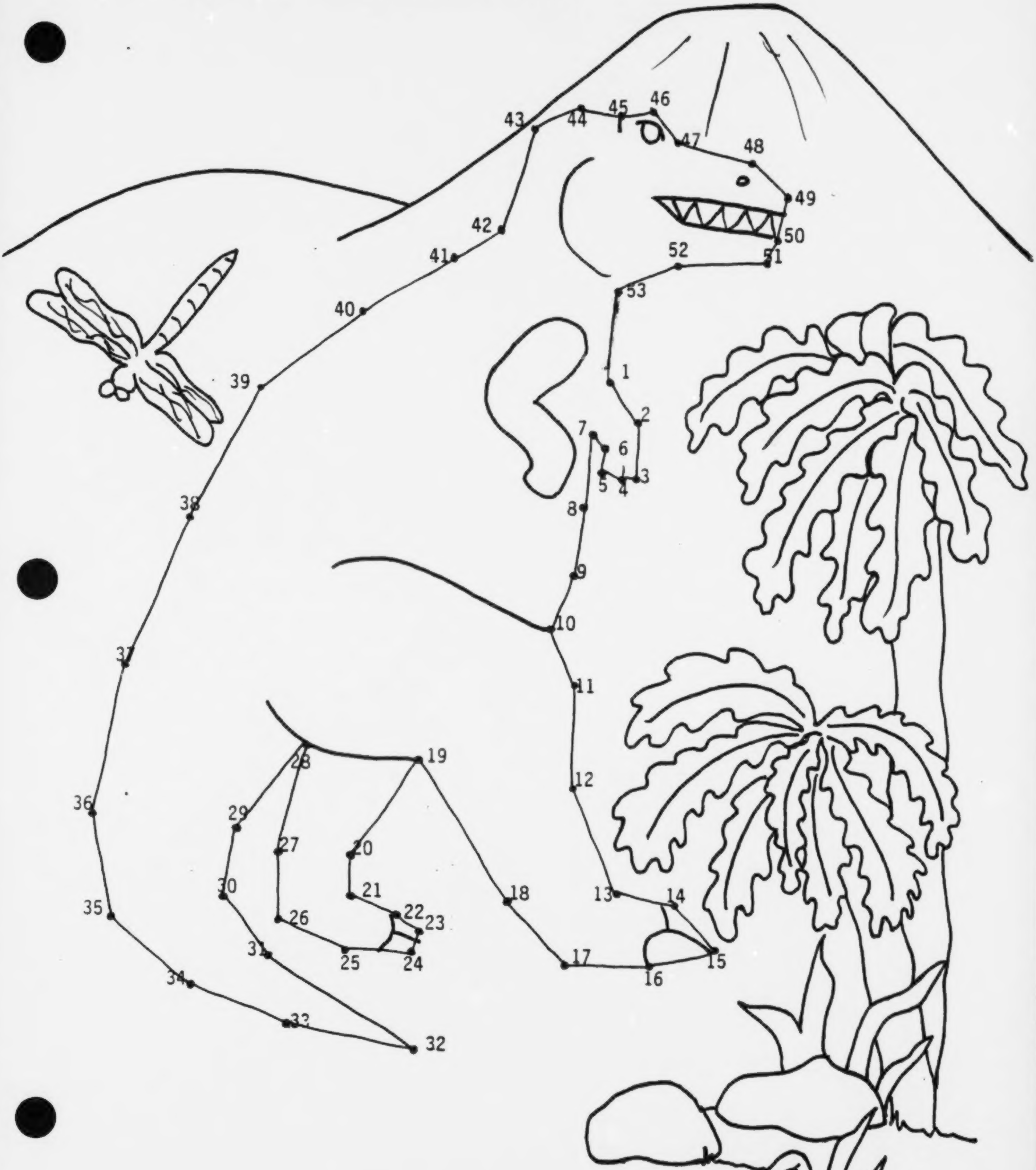
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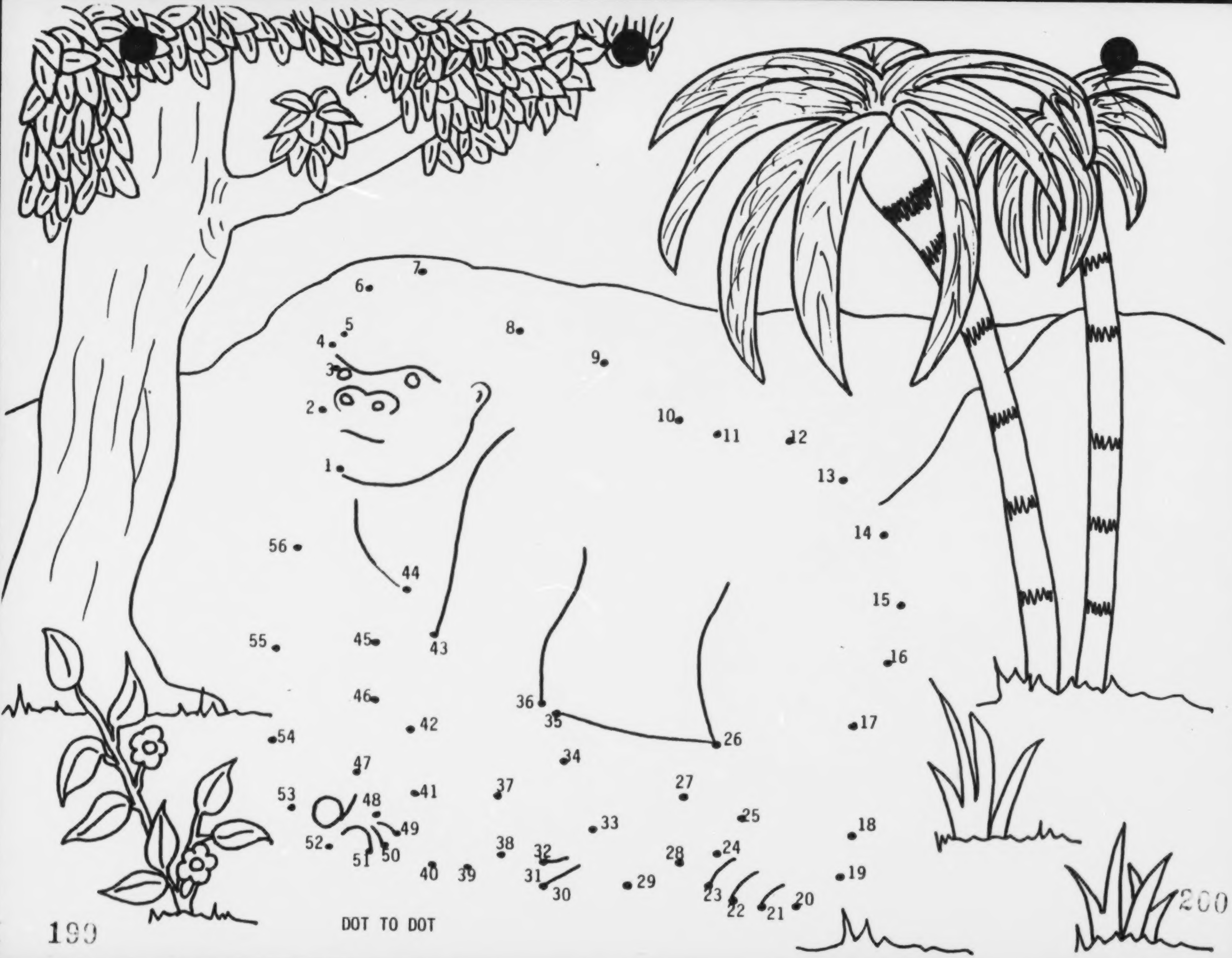
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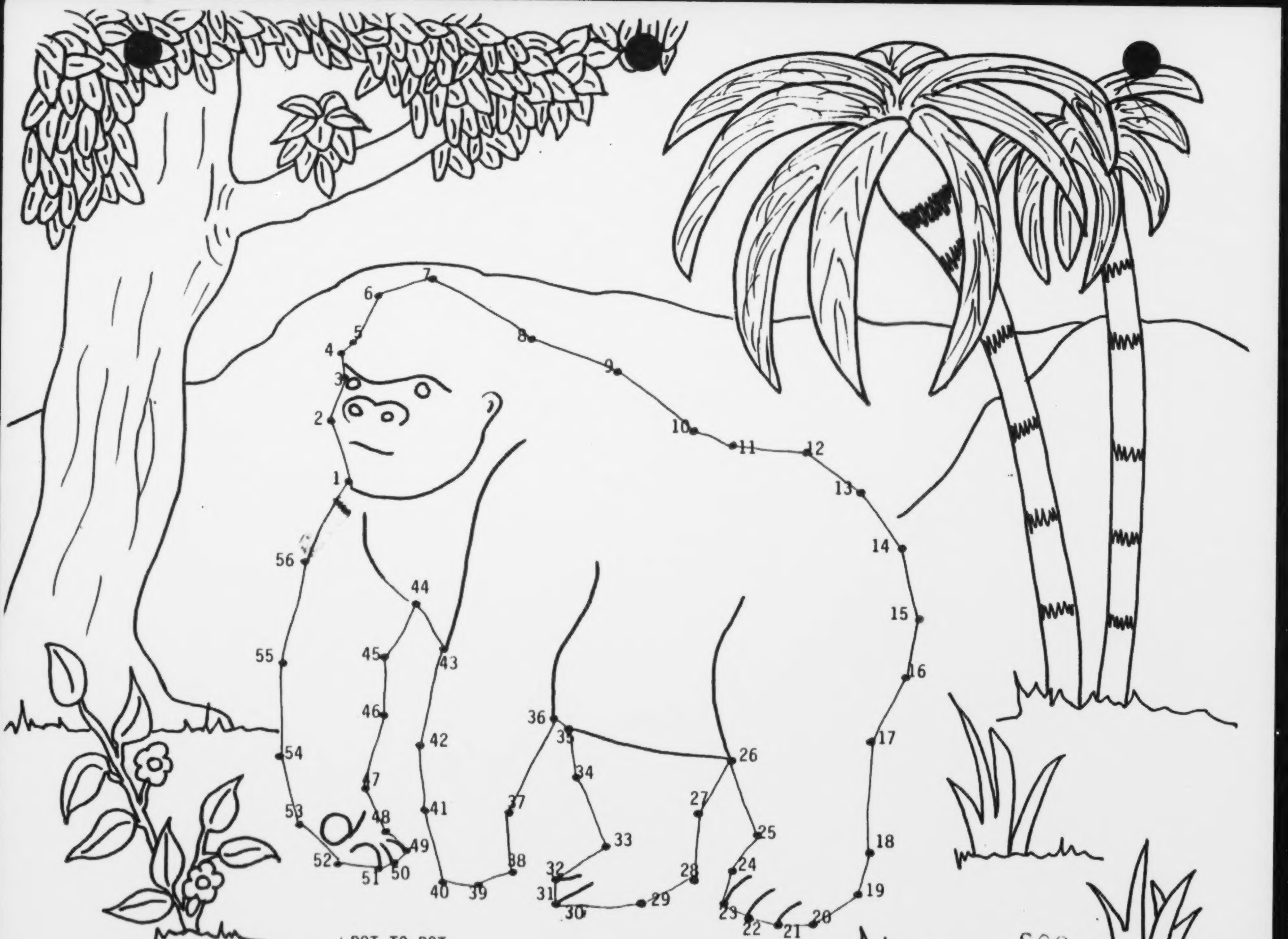
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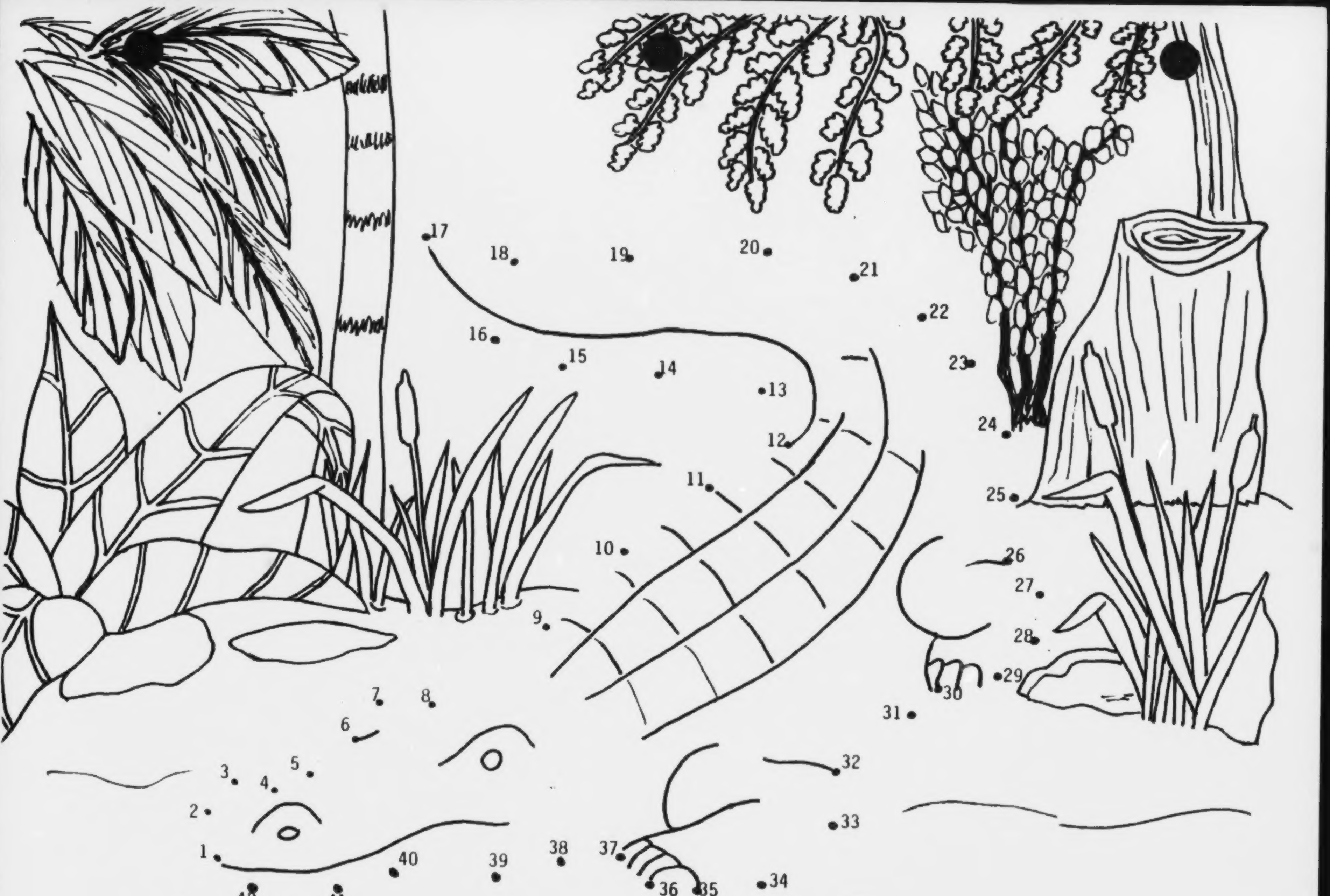
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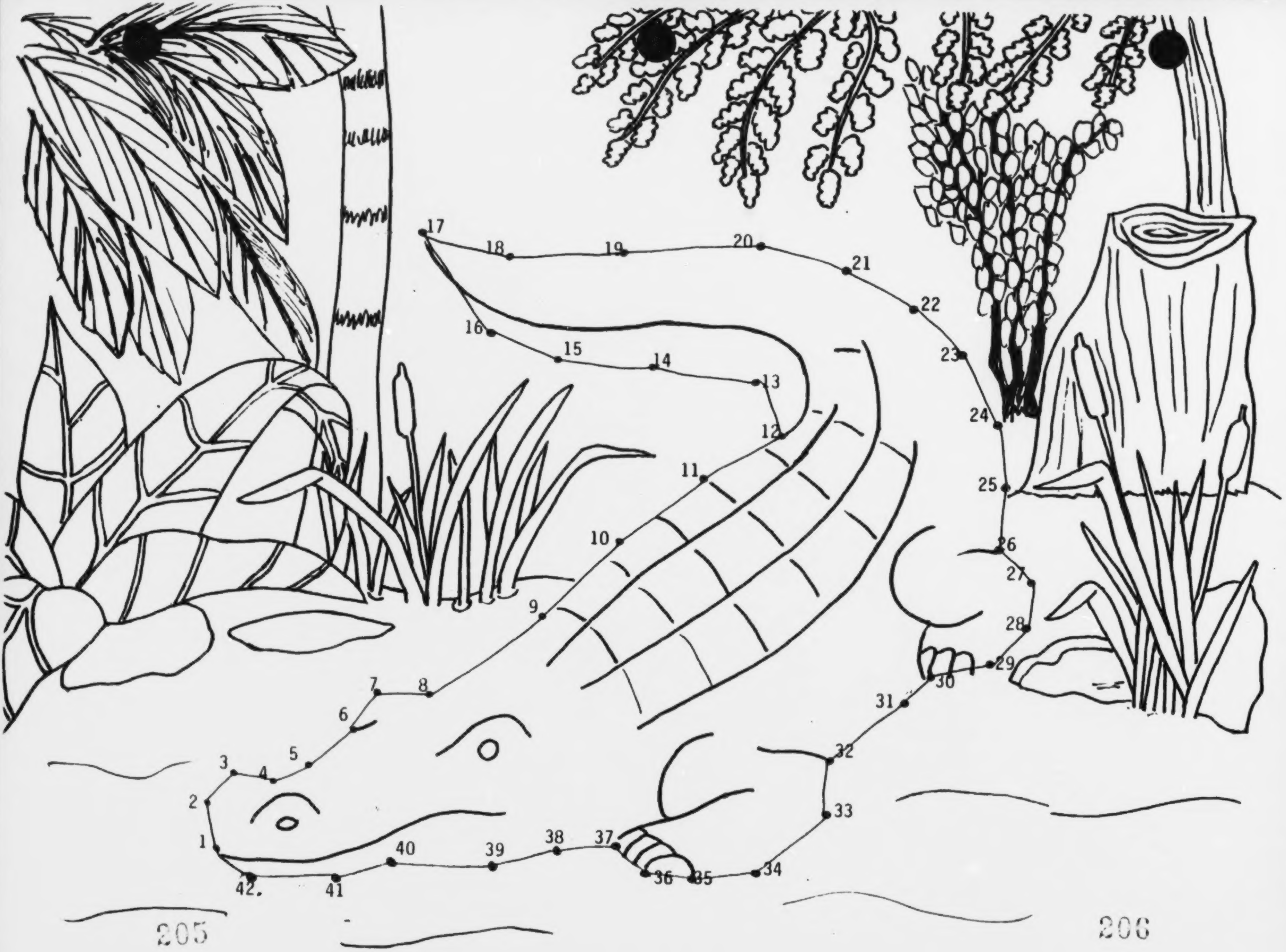
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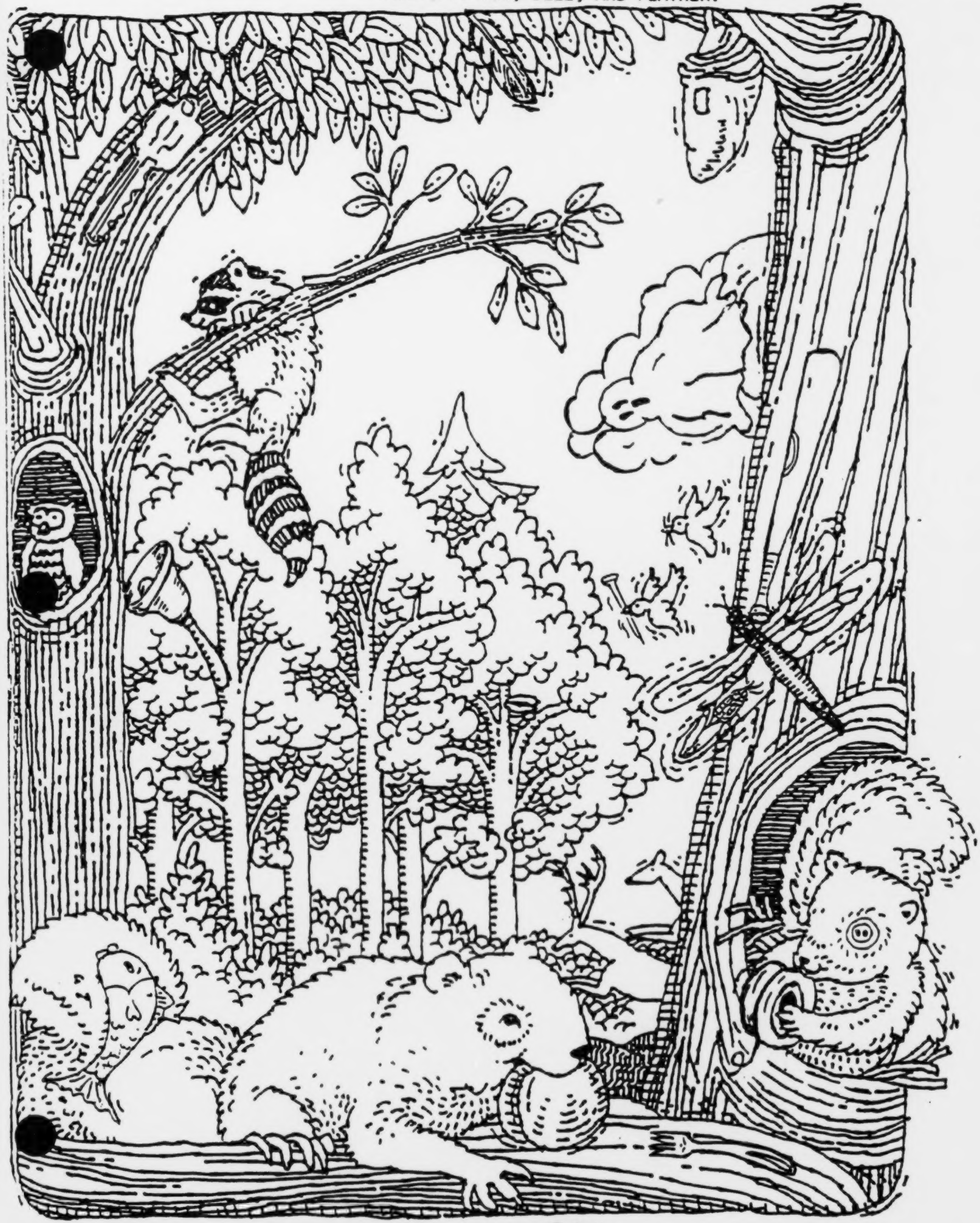
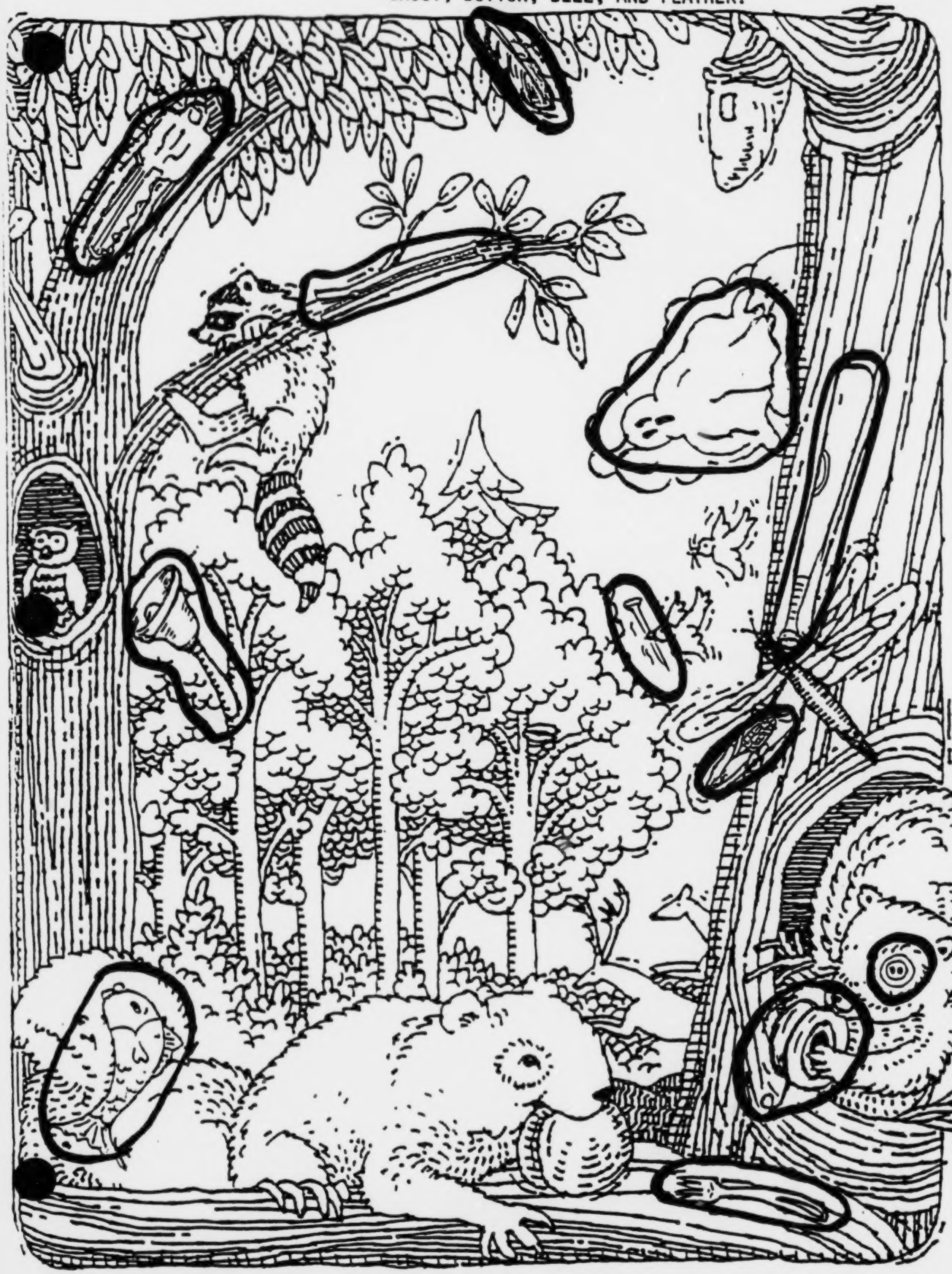
In this picture try to find: ZIPPER, CORN-ON-THE-COB, YOYO, FORK, KEY, NAIL, FISH, BAT, GHOST, BUTTON, BELL, AND FEATHER.



THE ANIMALS WE LIVE WITH Published by Abdo & Daughters. Used with permission.

In this picture try to find: ZIPPER, CORN-ON-THE-COB, YOYO, FORK, KEY, NAIL, FISH, BAT, GHOST, BUTTON, BELL, AND FEATHER.



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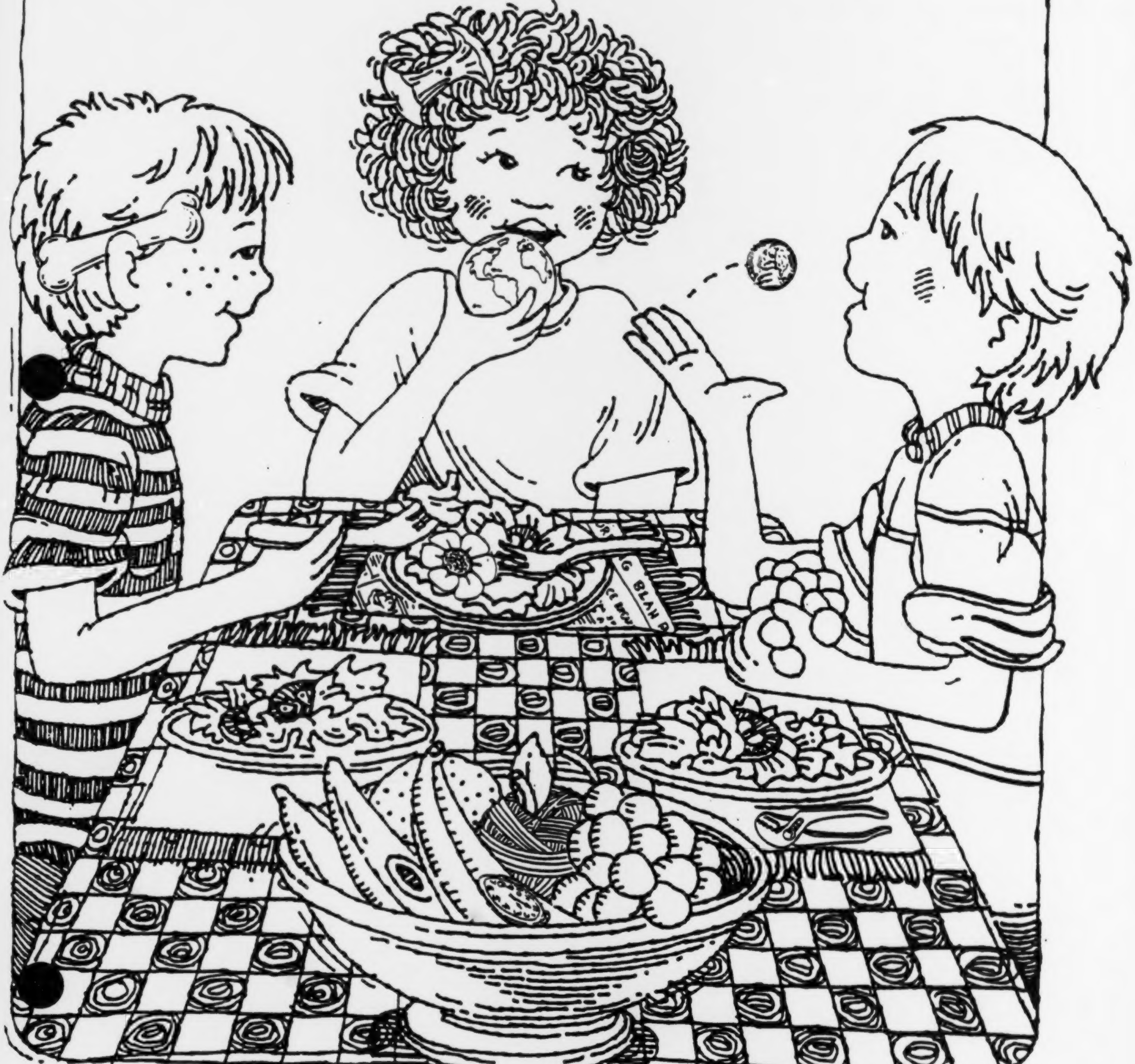
Eating cold salads, fruits and vegetables is a great way to save energy but there are nine (9) things wrong with this picture, can you find them?



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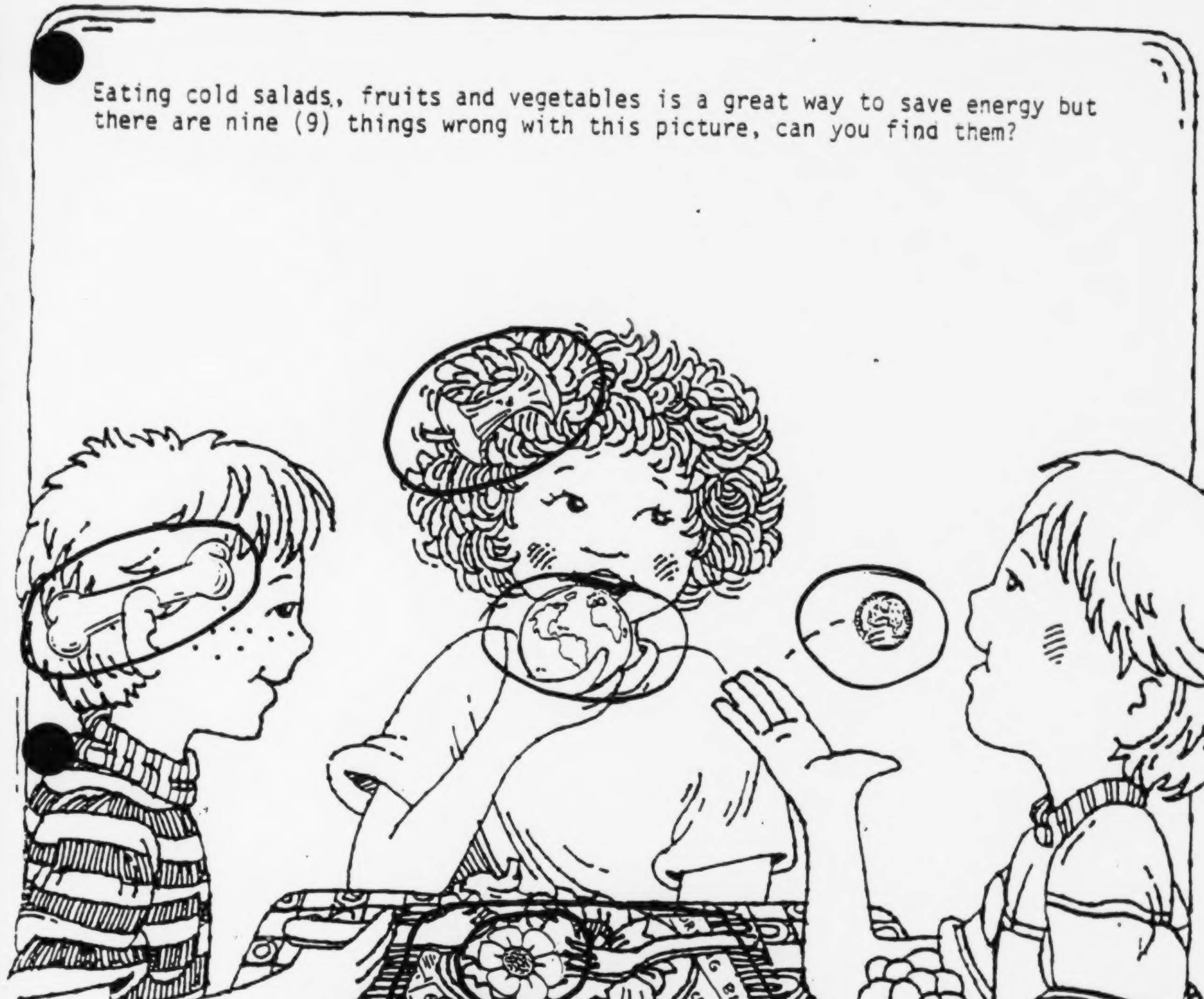


The Air You Breathe published by Abdo & Daughters.

RAIN FOREST FIND

CAN YOU FIND THESE?

1 BUMBLE BEE

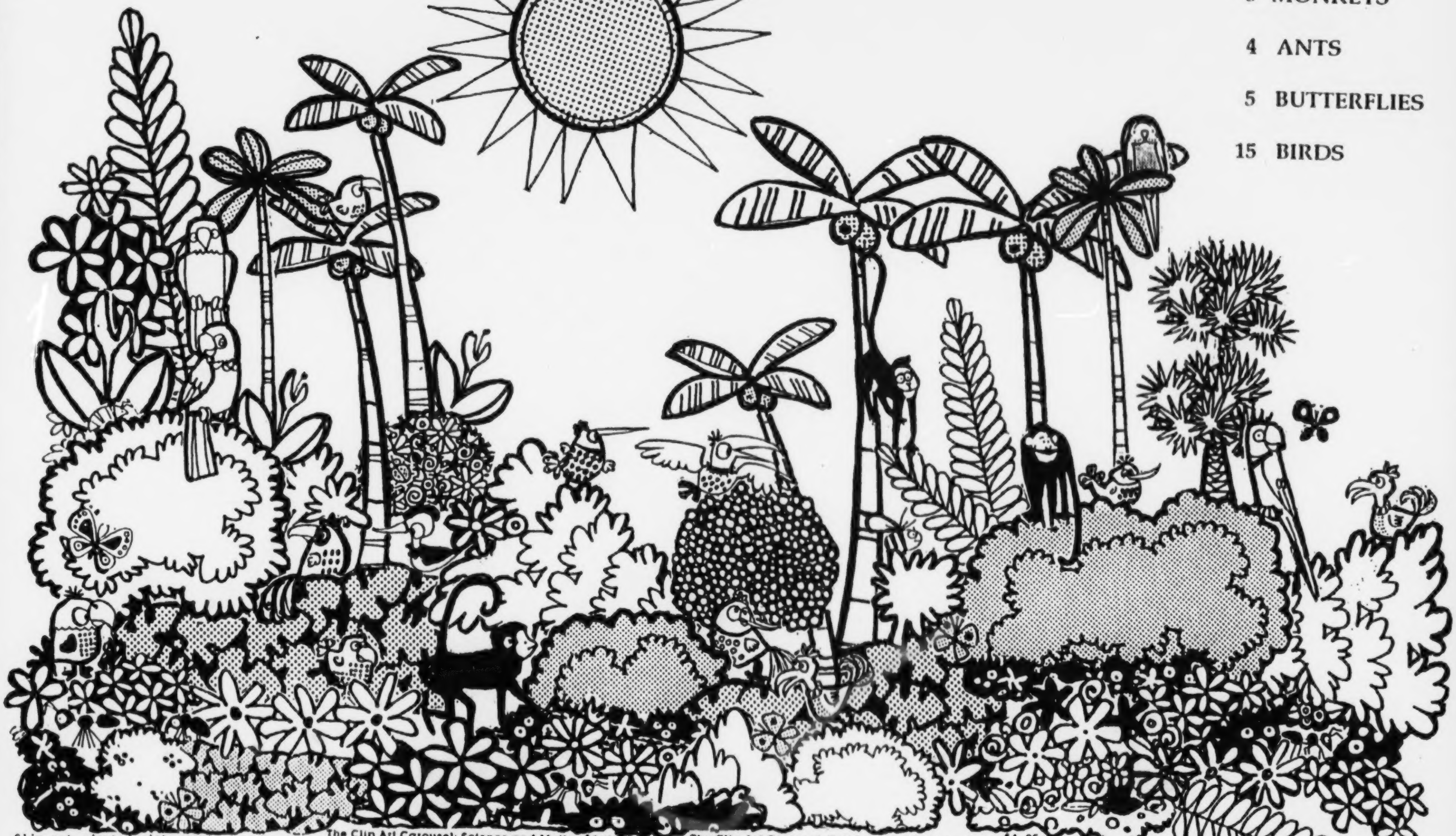
2 BEETLES

3 MONKEYS

4 ANTS

5 BUTTERFLIES

15 BIRDS



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RAIN FOREST FIND

CAN YOU FIND THESE?

1 BU[illegible]LE BEE

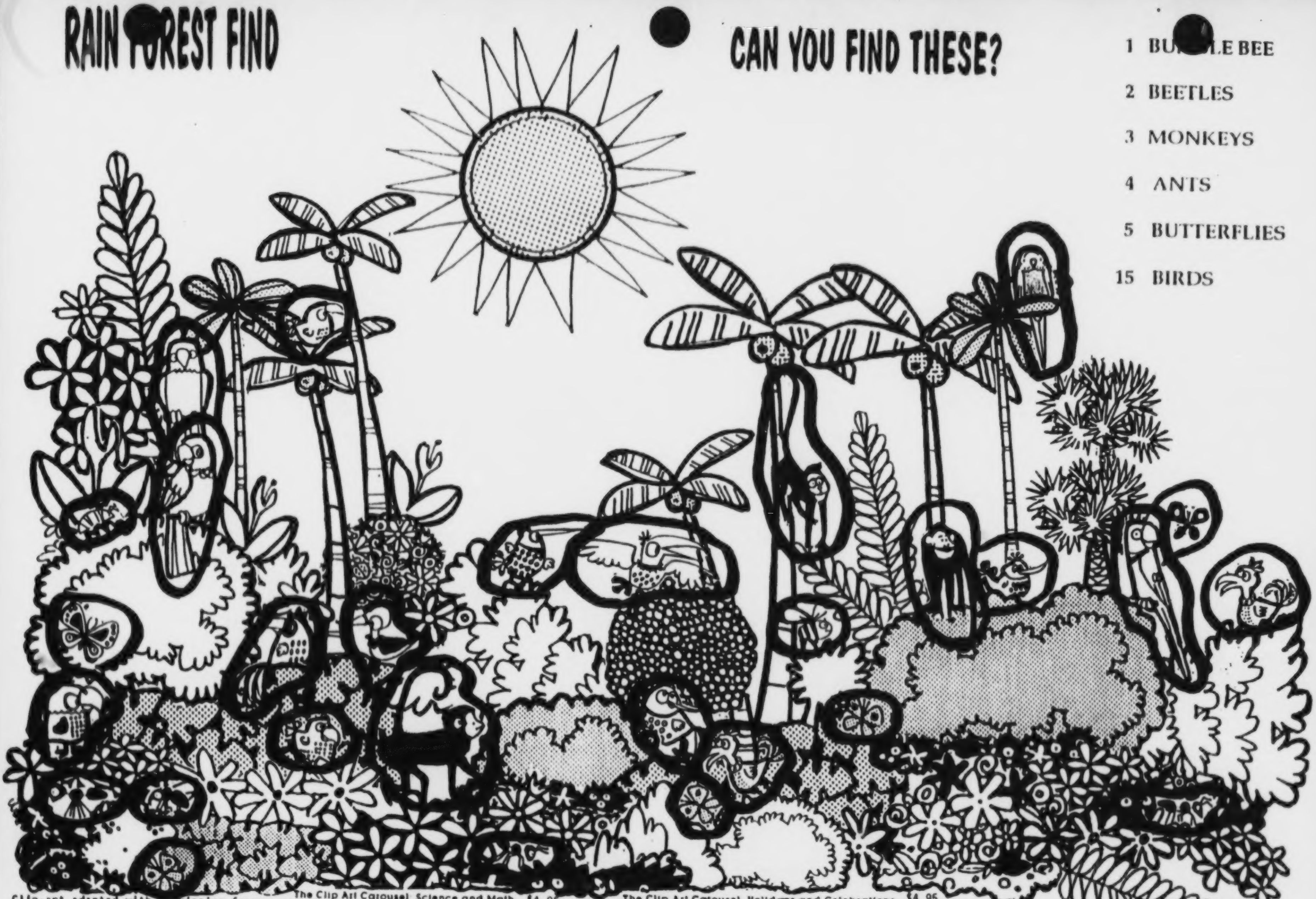
2 BEETLES

3 MONKEYS

4 ANTS

5 BUTTERFLIES

15 BIRDS



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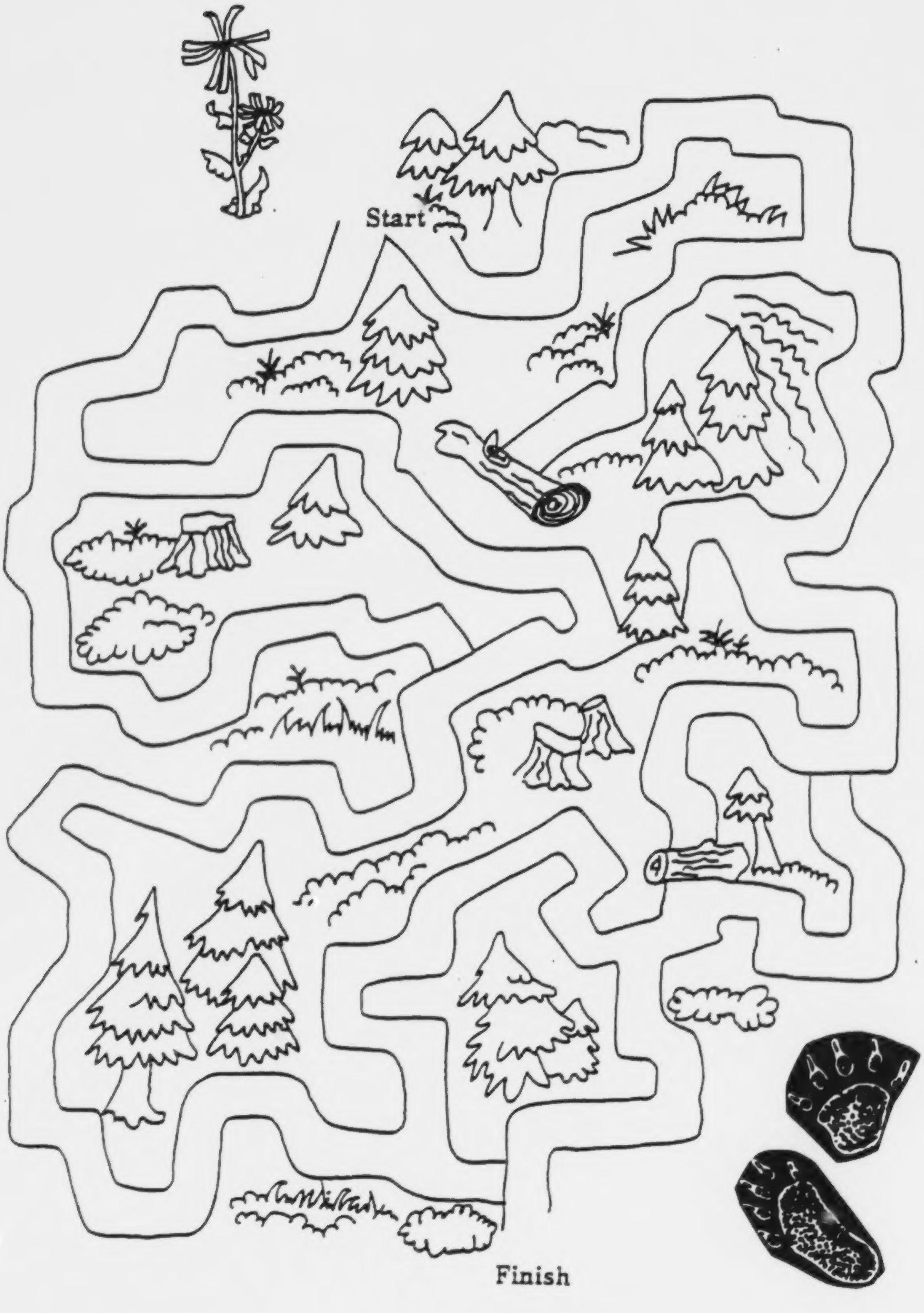
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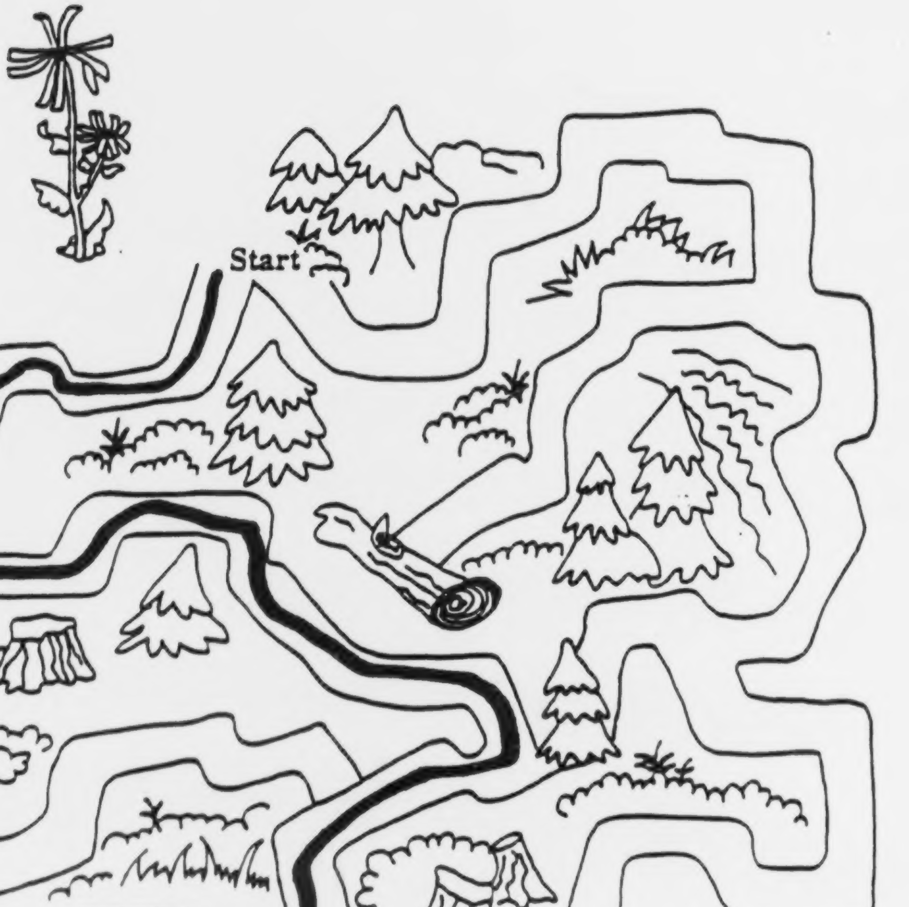
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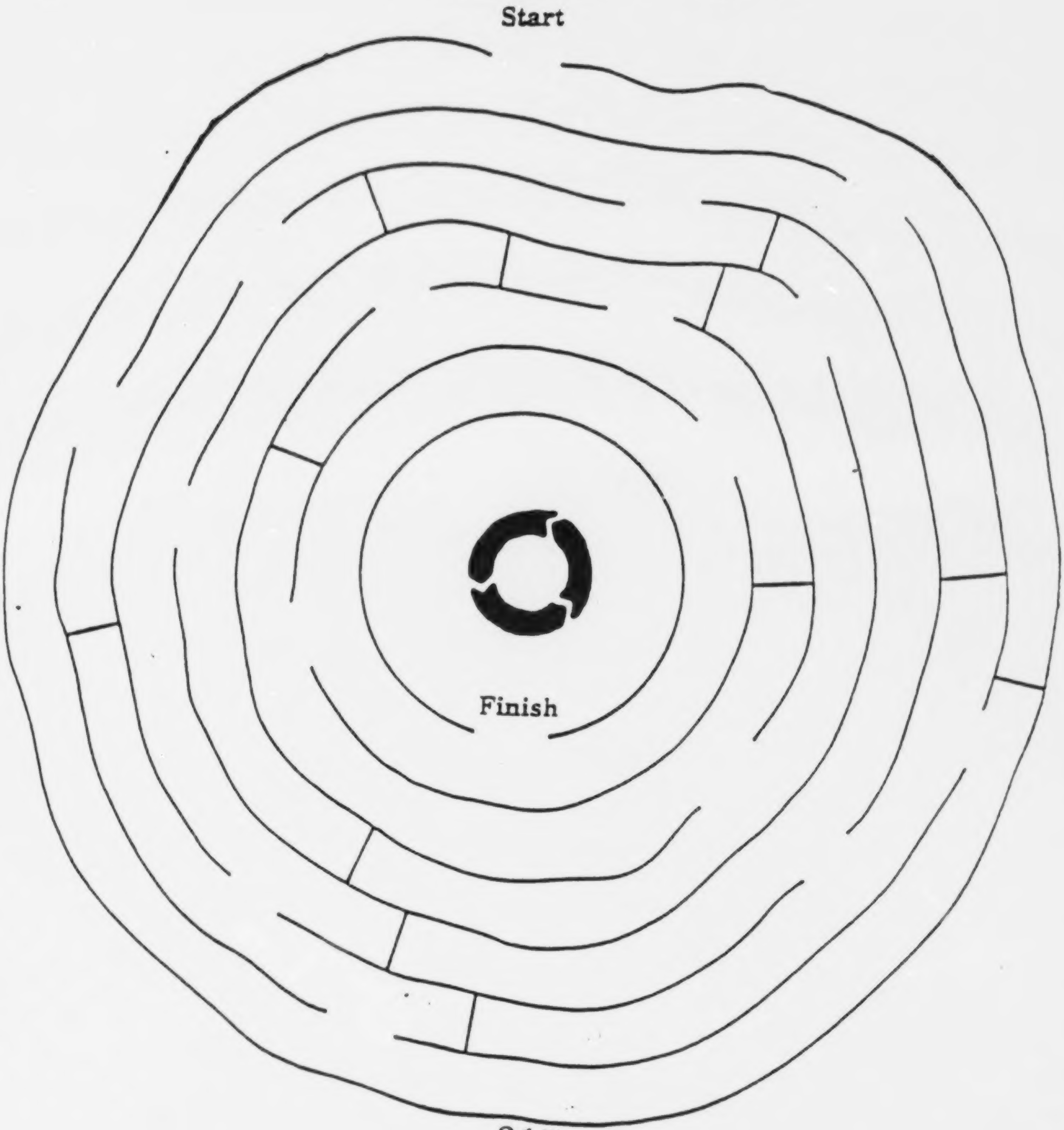
RAINBOW EARTH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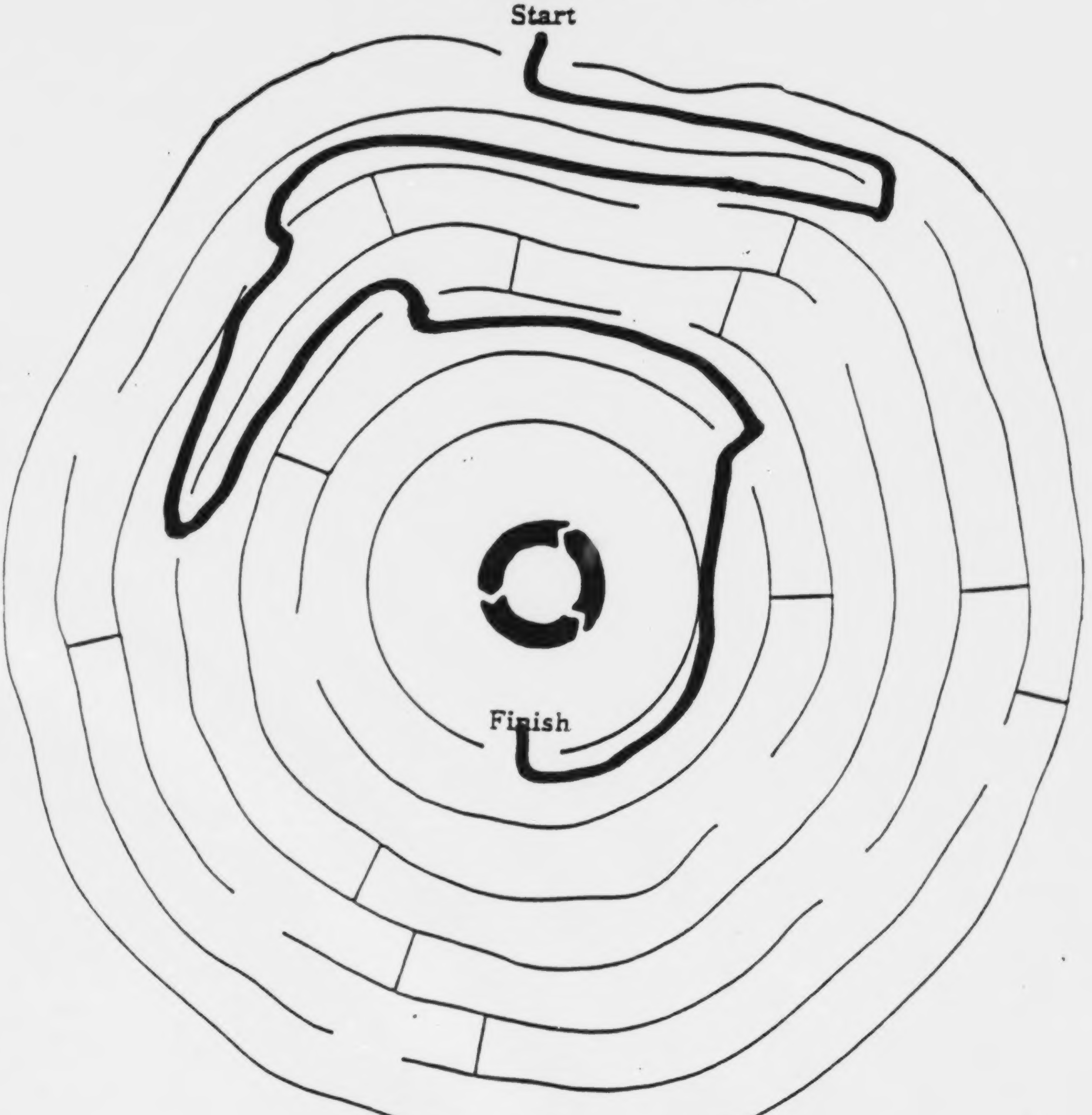
RAINBOW EARTH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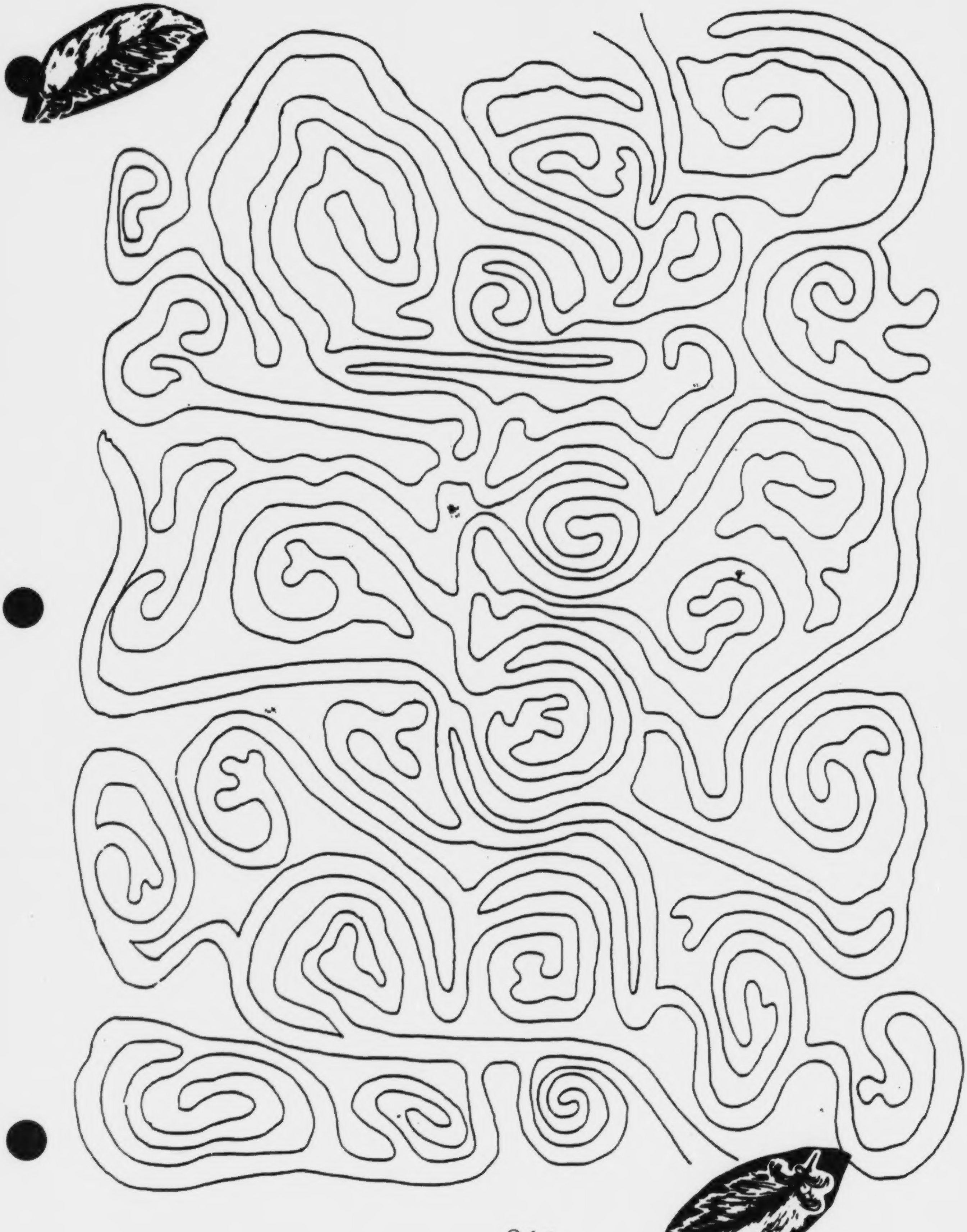
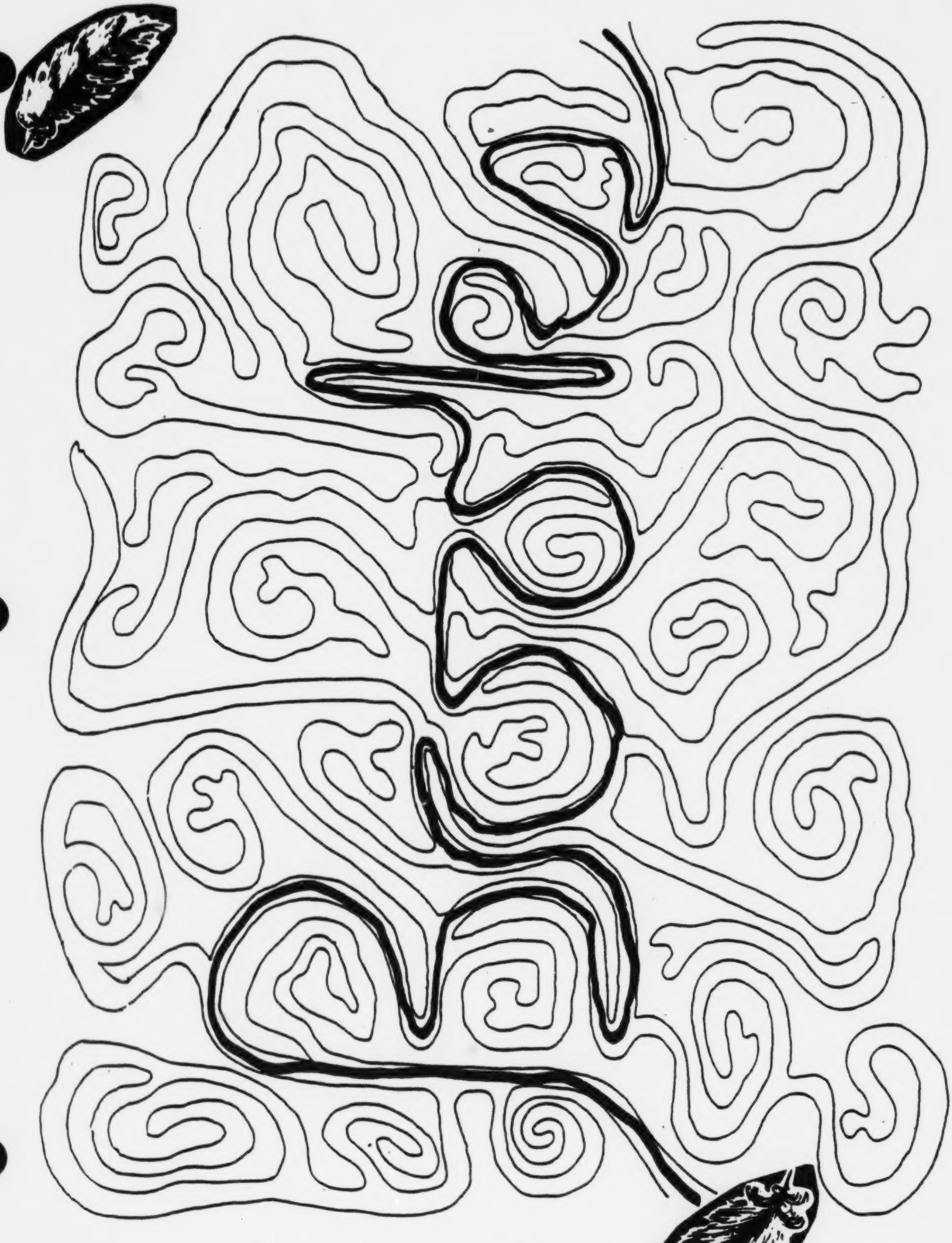
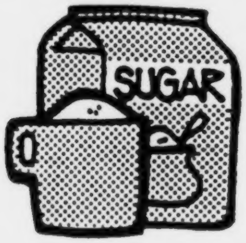
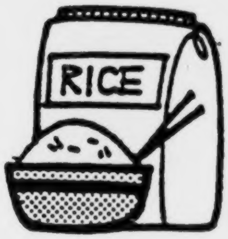


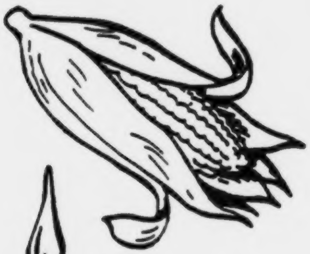


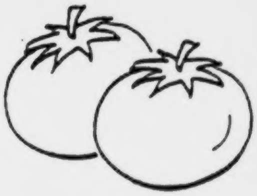
THE RAINFOREST

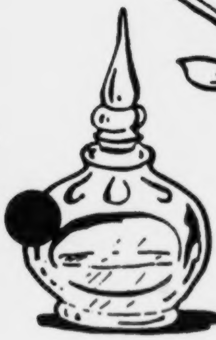
All over the earth activities of human beings threaten the environment. And nowhere is the threat more deadly than in the rainforests. Why are tropical rainforests so important? First, they are the home to half the animal & plants species on the earth. Second, they are a most-important source of foods and other products. Unscramble the words below to discover some of these products.

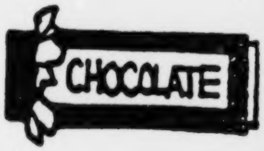












PEAPLIPSEN ____________________

EFCOEF ____________________

NORC ____________________

ASPUNTE ____________________

EAT ____________________

EMERUFP ____________________

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CIDIMEEN ____________________

CIER ____________________

CKLAB PREEPP ____________________

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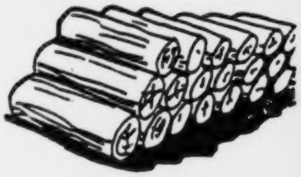
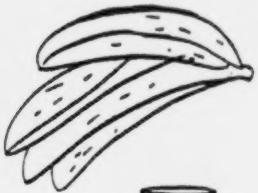
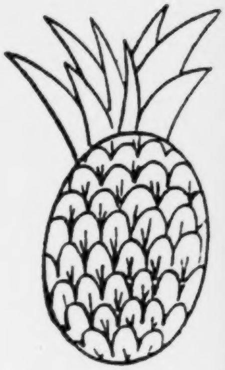
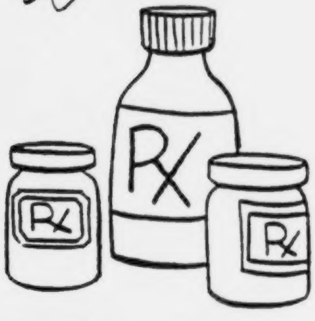
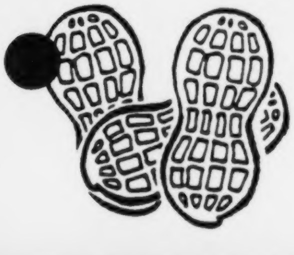
HEATCCOOL ____________________

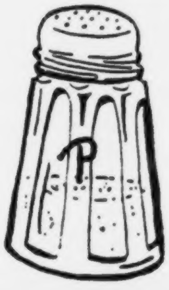


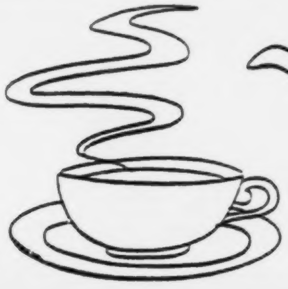


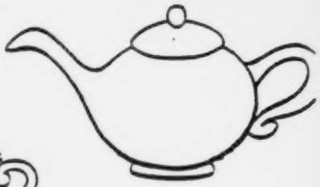












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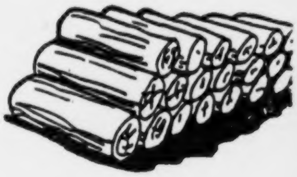
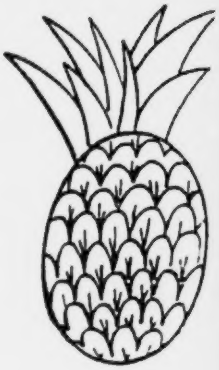
PEAPLIPSEN	PINEAPPLES
EFCOEF	COFFEE
NORC	CORN
ASPUNTE	PEANUTS
EAT	TEA
EMERUFP	PERFUME
BRULEM	LUMBER
ASANANB	BANANAS
SMETATOO	TOMATOES
CIDIMEEN	MEDICINE
CIER	RICE
CKLAB PREEPP	BLACK PEPPER
RAGSU	SUGAR
HEATCCOOL	CHOCOLATE





SURPRISE SLOGAN PUZZLE

Determine which statements are about things you can do to help the environment. If the statement is about something good for the earth, put the first letter of that sentence in column G if the statement is about something that would be harmful to the earth, put the last letter in the sentence in column H. When you are done read the words that form vertically in the two columns and you will have a slogan that could make a difference if we all incorporated it into our lives.

G		H
☐	Take a thermos to school and avoid individual drink cartons.	☐
☐	Have a garage sale instead of throwing everything away.	☐
☐	Throw away six-pack loops immediately after slipping them off cans of cola.	☐
☐	Take polystyrene cups on every picnic.	☐
☐	Fill the bathtub up to the top every night.	☐
☐	In your school lunchbox put reusable containers instead of paper wrap.	☐
☐	You dig a hole in the ground for Dad's used motor oil.	☐
☐	Notice and avoid products with too much packaging.	☐
☐	Keep used grocery bags and reuse.	☐
☐	Don't bike to the store if you can go by auto.	☐
☐	Switch from hand operated appliances to electric.	☐
☐	Buy gifts with natural fur trim like angora or alpaca.	☐
☐	Get invoved in a tree planting project.	☐
☐	Learn to fix things that you'd otherwise throw into the trash.	☐
☐	Organize a group to discuss energy or water wasting.	☐
☐	When there is a spill, don't use a sponge if you have a paper towel.	☐
☐	Insist that your mom drive you to school and avoid a carpool.	☐
☐	Buy products in recyclable containers.	☐
☐	Ask your teacher for paper used on one side and staple for notepads.	☐
☐	Use the electric clothes dryer on a warm sunny day.	☐
☐	Learn where to look in the library for environmental tips and information.	☐
☐	Learn about natural insect repellents.	☐
☐	You save seeds from fruits you've enjoyed and plant them yourself.	☐

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G		H
T	Take a thermos to school and avoid individual drink cartons.	
H	Have a garage sale instead of throwing everything away.	
	Throw away six-pack loops immediately after slipping them off cans of cola.	A
	Take polystyrene cups on every picnic.	C
	Fill the bathtub up to the top every night.	T
I	In your school lunchbox put reusable containers instead of paper wrap.	
	You dig a hole in the ground for Dad's used motor oil.	L
N	Notice and avoid products with too much packaging.	
K	Keep used grocery bags and reuse.	
	Don't bike to the store if you can go by auto.	O
	Switch from hand operated appliances to electric.	C
	Buy gifts with natural fur trim like angora or alpaca.	A
G	Get invoved in a tree planting project.	
L	Learn to fix things that you'd otherwise throw into the trash.	
O	Organize a group to discuss energy or water wasting.	
	When there is a spill, don't use a sponge if you have a paper towel.	L
	Insist that your mom drive you to school and avoid a carpool.	L
B	Buy products in recyclable containers.	
A	Ask your teacher for paper used on one side and staple for notepads.	
	Use the electric clothes dryer on a warm sunny day.	Y
L	Learn where to look in the library for environmental tips and information.	
L	Learn about natural insect repellents.	
Y	You save seeds from fruits you've enjoyed and plant them yourself.	

MATCH THE PRODUCT WITH THE ANIMAL

Sometimes, species become endangered or extinct because they are hunted and killed so that products can be made from them. This is done even when we can make the product out of other materials or do without it. See if you can match the endangered animal with the product made from it. How many of these products do you have?

1. ELEPHANT
2. ALLIGATOR
3. HARP SEAL
4. WHALES
5. TURTLES
6. TIGERS
7. RHINOCEROUS
8. TORTOISE

A. FUR COAT

B. OIL FOR HAND LOTION

C. BELTS, PURSES, BOOTS

D. MEDICINE FROM THE HORN

E. RUGS FROM THE SKIN

F. IVORY

G. SHELL HAIR COMBS

H. BLUBBER FOR OIL

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2. ALLIGATOR	B. OIL FOR HAND LOTION
3. HARP SEAL	C. BELTS, PURSES, BOOTS
4. WHALES	D. MEDICINE FROM THE HORN
5. TURTLES	E. RUGS FROM THE SKIN
6. TIGERS	F. IVORY
7. RHINOCEROUS	G. SHELL HAIR COMBS
8. TORTOISE	H. BLUBBER FOR OIL

ARIZONA BIRDS

Here is an Arizona bird that has become endangered due to pollution of lakes and rivers with pesticides and industrial wastes. To discover this bird's name, complete below the names of some other of the many birds that live in Arizona. The name will appear as the blank lines are filled in.

GAM_EL QUAIL
C_CTUS WREN
PURP_E MARTIN
ROA_RUNNER
GILA WOODP_CKER
C_RDINAL
MOCKIN__BIRD
RED-TAI_ED HAWK
__L F OWL

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CACTUS WREN
PURPLE MARTIN
ROADRUNNER
GILA WOODPECKER
CARDINAL
MOCKINGBIRD
RED-TAILED HAWK
ELF OWL

RECYCLE THIS!

We've taken the word BIODEGRADABLE and recycled its letters to form new words. The new words have to be at least three letters long but can be longer. The words have to be found in a standard dictionary. We found 114 new words! See how many you can find. 25 new words..GOOD, 40...GREAT, 50...EXCELLENT, MORE THAN 114...YOU BEAT THE EXPERTS!

Biodegradable

1. ______________
2. ______________
3. ______________
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50. ______________
51. ______________

BREAK THE CODE--SAVE THE EARTH I

The Earth is a big place and many of people want to help but think that they are either too small or that what one person does won't matter. When you break the code below, you will find a way that you can make a difference, a big difference in the Earth! Each number below goes with a letter. See if you can break the code.

4 15 14 ' 20   12 9 20 20 5 18 !

9 20   8 21 18 20 19   20 8 5

5 1 18 20 8   1 14 4   13 1 11 5 19

21 19   1 12 12   12 9 22 5   15 14

1   4 9 18 20 9 5 18   16 12 1 14 5 20!

NUMBER CODE

1	2	3	4	5	6	7	8	9	10	11	12
A	B	C	D	E	F	G	H	I	J	K	L
13	14	15	16	17	18	19	20	21	22	23	24
M	N	O	P	Q	R	S	T	U	V	W	X
25	26										
Y	Z										

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4 15 14 ' 20 · 12 9 20 20 5 18 !
D O N T L I T T E R

9 20 · 8 21 18 20 19 · 20 8 5
I T H U R T S T H E

5 1 18 20 8 · 1 14 4 · 13 1 11 5 19
E A R T H A N D M A K E S

21 19 · 1 12 12 · 12 9 22 5 · 15 14
U S A L L L I V E O N

1 · 4 9 18 20 9 5 18 · 16 12 1 14 5 20 !
A D I R T I E R P L A N E T

NUMBER CODE

1	2	3	4	5	6	7	8	9	10	11	12
A	B	C	D	E	F	G	H	I	J	K	L
13	14	15	16	17	18	19	20	21	22	23	24
M	N	O	P	Q	R	S	T	U	V	W	X
25	26										
Y	Z										

BREAK THE CODE--SAVE THE EARTH II

The Earth is a big place and many people want to help but think that they are either too small or that what one person does won't matter. When you break the code below, you will find a way that you can make a difference, a big difference in the Earth! Each number below goes with a letter. See if you can break the code.

18 5 3 25 3 12 5   5 22 5 18 25   4 1 25!

___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___   ___ ___ ___

9 20' 19   15 14 5   23 1 25   25 15 21

___ ___ ___   ___ ___ ___   ___ ___ ___   ___ ___ ___

3 1 14   8 5 12 16   19 1 22 5

___ ___ ___   ___ ___ ___ ___   ___ ___ ___ ___

20 8 5   5 1 18 20 8 !

___ ___ ___   ___ ___ ___ ___ ___

NUMBER CODE

1	2	3	4	5	6	7	8	9	10	11	12
A	B	C	D	E	F	G	H	I	J	K	L
13	14	15	16	17	18	19	20	21	22	23	24
M	N	O	P	Q	R	S	T	U	V	W	X
25	26										
Y	Z										

BREAK THE CODE--SAVE THE EARTH II

The Earth is a big place and many people want to help but think that they are either too small or that what one person does won't matter. When you break the code below, you will find a way that you can make a difference, a big difference in the Earth! Each number below goes with a letter. See if you can break the code.

18 5 3 25 3 12 5   5 22 5 18 25   4 1 25!
R e c y c l e   E v e r y   D A Y

9 20' 19   15 14 5   23 1 25   25 15 21
I T 'S   O n e   w a y   y O u

3 1 14   8 5 12 16   19 1 22 5
c a n   H e l p   S a v e

20 8 5   5 1 18 20 8 !
T h e   E A R T H

NUMBER CODE

1	2	3	4	5	6	7	8	9	10	11	12
A	B	C	D	E	F	G	H	I	J	K	L
13	14	15	16	17	18	19	20	21	22	23	24
M	N	O	P	Q	R	S	T	U	V	W	X
25	26										
Y	Z										

ENDANGERED BIRDS OF NORTH AMERICA WORDFIND

Hidden in the puzzle below are the names of some of the birds that live on the North American continent that are on the endangered list. The names are hidden vertically, horizontally and diagonally. See how many you can find.

```
O E H P L P Q D I O P U C H N G H K A X L W H E B T P
T N A L E U T I A N C A N A D A G O O S E P I T D Z U
R A W A I E U V C H R F I R K N E T L K O A K Y G E A
S N A H Z R A O T L Y S T L M C R U R Q X D U S O T B
A E I N O T D R I E H K O D A D S K B J W Y A G P A O
G R I D Z O C Y O U M T H A W A I I A N G O O S E D T
H D A A A R P B N S A M E B T G R R F O B M R P Z R Q
A S N E R I K I A E H K G C R I E T P K C R G Y I O H
R P H L D C G L N B A I H L M O N L E F O A I E H P A
R E O P S A L L R G L D P E W M W A L Q R E S A M E J
Q I N B K N U E B L C A L I F O R N I A C O N D O R V
U S E E E P Z D Y A N R H P Y A O D P Z U P T H G E Z
F C Y A N A J W R D L K A T O E X S K E Z R T I D G R
E Z C N P R L O E E T D M N M T N W O P L A R D I R W
D O R T R R O O F A N Q E U E H C A S I D I D A L I L
O O E L G O C D R W C U P A C A L R H Y P R C R T N O
C S E N S T D P C G H N E V G W U B L E M I O A P E X
E H P I D K A E K L A I S E F L D L N Z W E L S N F K
R O E R C P O C H E S D O W H Y E E M I B C R E P A S
N S R O E F J K A D U F N X O V B R A U T H M Y I L M
L D T I J Y Z E V E R G L A D E K I T E O I E N D C Y
I E G E R X I R W C Z S O Y L U W T K L A C Y O E O N
M R S R Q R N A I J N E B Z G S H B N C Z K J Z R N A
T P K O U O M N M A S K E D B O B W H I T E Q U A I L
D A L A C P L I G K H R A C L Q M P A D O N R I S Q W
```

WHOOPING CRANE
KIRTLANDS WARBLER
PEREGRINE FALCON
PRAIRIE CHICKEN
CALIFORNIA CONDOR
IVORY BILLED WOODPECKER
ALEUTIAN CANADA GOOSE
PUERTO RICAN PARROT
MASKED BOBWHITE QUAIL
HAWAIIAN HONEYCREEPER
BALD EAGLE
OSPREY
BROWN PELICAN
HAWAIIAN GOOSE
EVERGLADE KITE

ENDANGERED BIRDS OF NORTH AMERICA WORDFIND

Hidden in the puzzle below are the names of some of the birds that live on the North American continent that are on the endangered list. The names are hidden vertically, horizontally and diagonally. See how many you can find.

O	E	H	P	L	P	Q	D	I	O	P	U	C	H	N	G	H	K	A	X	L	W	H	E	B	T	P
T	N	A	L	E	U	T	I	A	N	C	A	N	A	D	A	G	O	O	S	E	P	I	T	D	Z	U
R	A	W	A	I	E	U	V	C	H	R	F	I	R	K	N	E	T	L	K	O	A	K	Y	G	E	A
S	N	A	H	Z	R	A	O	T	L	Y	S	T	L	M	C	R	U	R	Q	X	D	U	S	O	T	B
A	E	I	N	O	T	D	R	I	E	H	K	O	D	A	D	S	K	B	J	W	Y	A	G	P	A	O
G	R	I	D	Z	O	C	Y	O	U	M	T	H	A	W	A	I	I	A	N	G	O	O	S	E	D	T
H	D	A	A	A	R	P	B	N	S	A	M	E	B	T	G	R	R	F	O	B	M	R	P	Z	R	Q
A	S	N	E	R	I	K	I	A	E	H	K	G	C	R	I	E	T	P	K	C	R	G	Y	I	O	H
R	P	H	L	D	C	G	L	N	B	A	I	H	L	M	O	N	L	E	F	O	A	I	E	H	P	A
R	E	O	P	S	A	L	L	R	G	L	D	P	E	W	M	W	A	L	Q	R	E	S	A	M	E	J
Q	I	N	B	K	N	U	E	B	L	C	A	L	I	F	O	R	N	I	A	C	O	N	D	O	R	V
U	S	E	E	E	P	Z	D	Y	A	N	R	H	P	Y	A	O	D	P	Z	U	P	T	H	G	E	Z
F	C	Y	A	N	A	J	W	R	D	L	K	A	T	O	E	X	S	K	E	Z	R	T	I	D	G	R
E	Z	C	N	P	R	L	O	E	E	T	D	M	N	M	T	N	W	O	P	L	A	R	D	I	R	W
D	O	R	T	R	R	O	O	F	A	N	Q	E	U	E	H	C	A	S	I	D	I	D	A	L	I	L
O	Q	E	L	G	O	C	D	R	W	C	U	P	A	C	A	L	R	H	Y	P	R	C	R	T	N	O
C	S	E	N	S	T	D	P	C	G	H	N	E	V	G	W	U	B	L	E	M	I	O	A	P	E	X
E	H	P	I	D	K	A	E	K	L	A	I	S	E	F	L	D	L	N	Z	W	E	L	S	N	F	K
R	O	E	R	C	P	O	C	H	E	S	D	O	W	H	Y	E	E	M	I	B	C	R	E	P	A	S
N	S	R	O	E	F	J	K	A	D	U	F	N	X	O	V	B	R	A	U	T	H	M	Y	I	L	M
L	D	T	I	J	Y	Z	E	V	E	R	G	L	A	D	E	K	I	T	E	O	I	E	N	D	C	Y
I	E	G	E	R	X	I	R	W	C	Z	S	O	Y	L	U	W	T	K	L	A	C	Y	O	E	O	N
M	R	S	R	Q	R	N	A	I	J	N	E	B	Z	G	S	H	B	N	C	Z	K	J	Z	R	N	A
T	P	K	O	U	O	M	N	M	A	S	K	E	D	B	O	B	W	H	I	T	E	Q	U	A	I	L
D	A	L	A	C	P	L	I	G	K	H	R	A	C	L	Q	M	P	A	D	O	N	R	I	S	Q	W

WHOOPING CRANE
KIRTLANDS WARBLER
PEREGRINE FALCON
PRAIRIE CHICKEN
CALIFORNIA CONDOR
IVORY BILLED WOODPECKER
ALEUTIAN CANADA GOOSE
PUERTO RICAN PARROT
MASKED BOBWHITE QUAIL
HAWAIIAN HONEYCREEPER
BALD EAGLE
OSPREY
BROWN PELICAN
HAWAIIAN GOOSE
EVERGLADE KITE

THINGS YOU CAN RECYCLE WORDFIND

HIDDEN IN THE LIST BELOW ARE JUST A FEW OF THE COMMON HOSEHOLD ITEMS THAT ARE THROWN AWAY EACH DAY THAT COULD BE RECYCLED. RECYCLING CUTS DOWN ON THE AMOUNT OF GARBAGE SO IT REDUCES THE AMOUNT OF LAND USED FOR LANDFILLS. RECYCLING ALSO SAVES NATURAL RESOURCES LIKE TREES AND MINERALS AND SAVES ON THE AMOUNT OF ENERGY IT TAKES TO MAKE THESE PRODUCTS SO IT CUTS DOWN THE COST OF THE PRODUCTS. BEST OF ALL. RECYCLING IS ONE OF THE FEW THINGS THAT EVERYONE CAN DO TO HELP SAVE THE EARTH. HOW MANY OF THESE THINGS DO YOU RECYCLE?

P	H	O	N	E	B	O	O	K	S	G	D	A	P	Z	Q	I	C	E	D
A	E	G	E	N	N	L	O	I	B	O	Z	K	A	A	I	K	L	A	L
B	H	O	W	I	G	V	W	A	M	P	D	W	Z	E	P	H	E	J	S
S	G	J	S	A	D	W	R	F	M	A	G	A	Z	I	N	E	S	E	Q
B	R	L	P	I	F	T	I	N	C	A	N	S	C	R	S	D	R	P	T
U	O	C	A	F	G	B	E	W	O	P	N	T	A	A	R	S	T	Q	U
W	O	X	P	S	R	R	G	J	A	W	E	S	R	Z	N	O	P	W	C
T	Y	Q	E	S	S	O	P	A	Y	U	O	L	D	S	O	S	Y	J	N
R	U	E	R	S	T	O	I	R	K	N	N	O	B	M	I	B	W	T	T
D	P	L	A	S	T	I	C	S	O	D	A	B	O	T	T	L	E	S	R
T	R	R	F	W	Q	U	L	T	D	R	M	A	A	Z	K	L	E	E	M
J	A	Z	T	W	I	R	R	D	Q	U	M	L	R	I	U	J	G	Y	K
D	R	W	Q	U	M	I	L	K	J	U	G	S	D	K	K	O	L	T	Z

GLASS
NEWSPAPER
SODA CANS
MAGAZINES
CARDBOARD
TIN CANS
PAPER
MILK JUGS
PLASTIC SODA BOTTLES
JARS
PHONEBOOKS
BOXES

THINGS YOU CAN RECYCLE WORDFIND

HIDDEN IN THE LIST BELOW ARE JUST A FEW OF THE COMMON HOSEHOLD ITEMS THAT ARE THROWN AWAY EACH DAY THAT COULD BE RECYCLED. RECYCLING CUTS DOWN ON THE AMOUNT OF GARBAGE SO IT REDUCES THE AMOUNT OF LAND USED FOR LANDFILLS. RECYCLING ALSO SAVES NATURAL RESOURCES LIKE TREES AND MINERALS AND SAVES ON THE AMOUNT OF ENERGY IT TAKES TO MAKE THESE PRODUCTS SO IT CUTS DOWN THE COST OF THE PRODUCTS. BEST OF ALL. RECYCLING IS ONE OF THE FEW THINGS THAT EVERYONE CAN DO TO HELP SAVE THE EARTH. HOW MANY OF THESE THINGS DO YOU RECYCLE?

P H O N E B O O K S G D A P Z Q I C E D
A E G E N N L O I B O Z K A A I K L A L
B H O W I G V W A M P D W Z E P H E J S
S G J S A D W R F M A G A Z I N E S E Q
B R L P I F T I N C A N S C R S D R P T
U O C A F G B E W O P N T A A R S T Q U
W O Y P S R R G J A W E S R Z N O P W C
T Y Q E S S O P A Y U O L D S O S Y J N
R U E R S T O I R K N N O B M I B W T T
D P L A S T I C S O D A B O T T L E S R
T R R F W Q U L T D R M A A Z K L E E M
J A Z T W I R R D Q U M L R I U J G Y K
D R W Q U M I L K J U G S D K K O L T Z

GLASS
NEWSPAPER
SODA CANS
MAGAZINES

CARDBOARD
TIN CANS
PAPER
MILK JUGS

PLASTIC SODA BOTTLES
JARS
PHONEBOOKS
BOXES

ENDANGERED ANIMALS OF THE WORLD WORDFIND

Hidden in the puzzle below are the names of some of the worlds endangered species. They can be found vertically and horizontally. While you're trying to find them, think about what you think should be done to save these dying species.

```
M A T R H I N O C E R O U S A P P E T
S O Z D P K O R A N G U T A N S D D L
N D A W H A L E S A W O W M I Y K G M
O W R Y Z O U L E L E P H A N T S R H
W H S F B H Q L A E X L E N L Z J A A
L O T P E Z P O L Y H M F A O N U Y R
E O A Q L I O N S N O K K T O L C W P
O P C W I Y T I G E R S A E T E W H S
P I P O L A R B E A R S Z E F G H A E
A N O L M U I T V O Q D B S A P U L A
R G L V U A Y E A Y E H X W Z U B E L
D C L E N Q N C O X A F C Q O F A S S
S R Q S E A T U R T L E S S M F K S Z
L A F D P J R D M A I L H R L I D O E
L N P A N D A S G A N I K O L N Y I V
K E Y K O S X N U B T A Q D I S Z A B
A S Z E W K O A L A B E A R S F X A K
P O T S M O U N T A I N L I O N S R O
```

GRAY WHALES
HARP SEALS
PANDAS
WHALES
KOALA BEARS
WHOOPING CRANES
AYE-AYE
POLAR BEARS
ORANGUTANS
PUFFINS
WOLVES
LIONS
MOUNTAIN LIONS
RHINOCEROUS
SEA TURTLES
SEALS
ELEPHANTS
MANATEES
TIGERS
SNOW LEOPARDS
YAK

ENDANGERED ANIMALS OF THE WORLD WORDFIND

Hidden in the puzzle below are the names of some of the worlds endangered species. They can be found vertically and horizontally. While you're trying to find them, think about what you think should be done to save these dying species.

```
M A T R H I N O C E R O U S A P P E T
S O Z D P K O R A N G U T A N S D D L
N D A W H A L E S A W O W M I Y K G M
O W R Y Z O U L E L E P H A N T S R H
W H S F B H Q L A E X L E N L Z J A A
L O T P E Z P O L Y H M F A O N U Y R
E O A Q L I O N S N O K K T O L C W P
O P C W I Y T I G E R S A E T E W H S
P I P O L A R B E A R S Z E F G H A E
A N O L M U I T V O Q D B S A P U L A
R G L V U A Y E A Y E H X W Z U B E L
D C L E N Q N C O X A F C Q O F A S S
S R Q S E A T U R T L E S S M F K S Z
L A F D P J R D M A I L H R L I D O E
L N P A N D A S G A N I K O L N Y I V
K E Y K O S X N U B T A Q D I S Z A B
A S Z E W K O A L A B E A R S F Y A K
P O T S M O U N T A I N L I O N S R O
```

GRAY WHALES
HARP SEALS
✓ PANDAS
✓ WHALES
KOALA BEARS
✓ WHOOPING CRANES
✓ AYE-AYE

✓ POLAR BEARS
✓ ORANGUTANS
✓ PUFFINS
✓ WOLVES
✓ LIONS
✓ MOUNTAIN LIONS
✓ RHINOCEROUS

✓ SEA TURTLES
SEALS
ELEPHANTS
✓ MANATEES
✓ TIGERS
SNOW LEOPARDS
✓ YAK

WORD SCRAMBLE

EARTH'S NATURAL WONDERS

LISTED BELOW ARE THE SEVEN WONDERS OF THE NATURAL WORLD ACCORDING TO WORLD BOOK ENCYCLOPEDIA. THE UNDERLINED WORDS HAVE BEEN SCRAMBLED. SEE HOW MANY YOU CAN UNSCRAMBLE.

1. MOUNT RSEEVTE located on the border of Nepal and China.

2. VICTORIA LSFAL in Zimbabwe.

3. DNGAR YCONNA in Arizona.

4. The ATGRE BARRIER EERF of Australia.

5. The caves with Prehistoric paintings in NARCEF AND IPANS

6. PARICUTIN OOLCVAN in Mexico.

7. The RROABH AT RIO DE JANEIRO in Brazil.

WORD SCRAMBLE

EARTH'S NATURAL WONDERS

LISTED BELOW ARE THE SEVEN WONDERS OF THE NATURAL WORLD ACCORDING TO WORLD BOOK ENCYCLOPEDIA. THE UNDERLINED WORDS HAVE BEEN SCRAMBLED. SEE HOW MANY YOU CAN UNSCRAMBLE.

EVEREST
1. MOUNT RSEEVTE located on the border of Nepal and China.

FALLS
2. VICTORIA LSFAL in Zimbabwe.

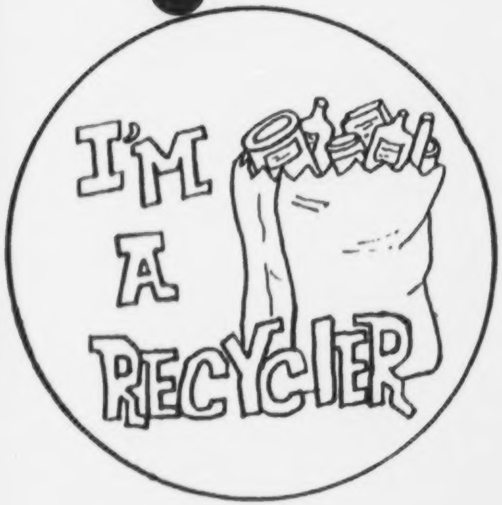
Grand Canyon
3. DNGAR YCONNA in Arizona.

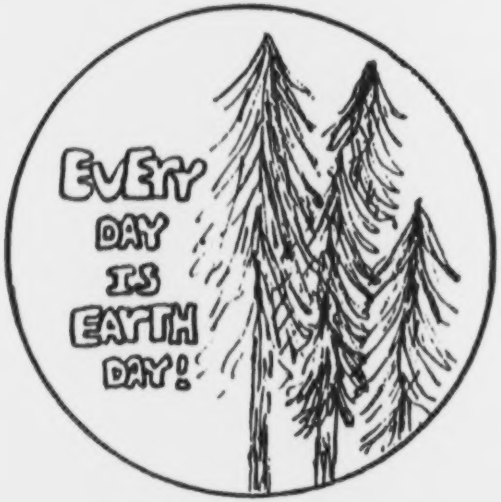
Great REEF
4. The ATGRE BARRIER EERF of Australia.

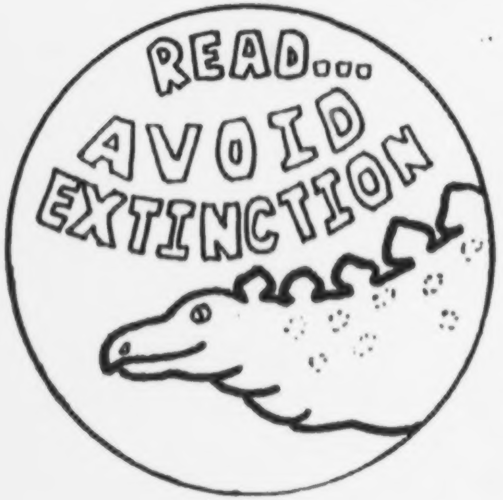
France Spain
5. The caves with Prehistoric paintings in NARCEF AND IPANS

Volcano
6. PARICUTIN OOLCVAN in Mexico.

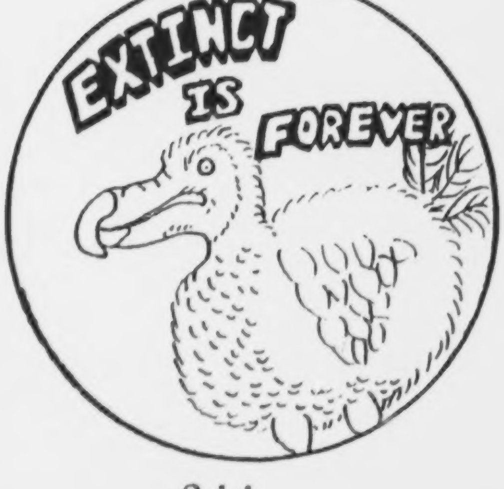
Harbor
7. The RROABH AT RIO DE JANEIRO in Brazil.

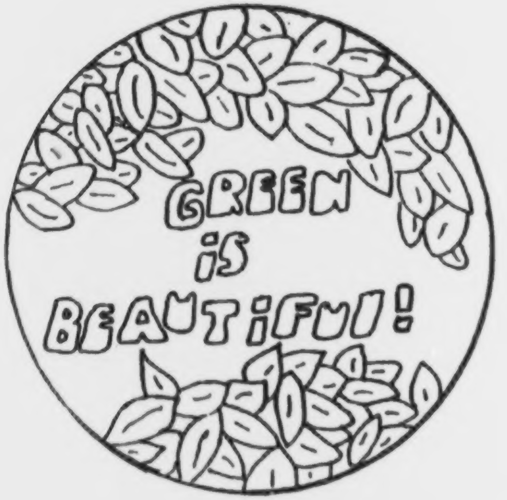

I'M A RECYCLER

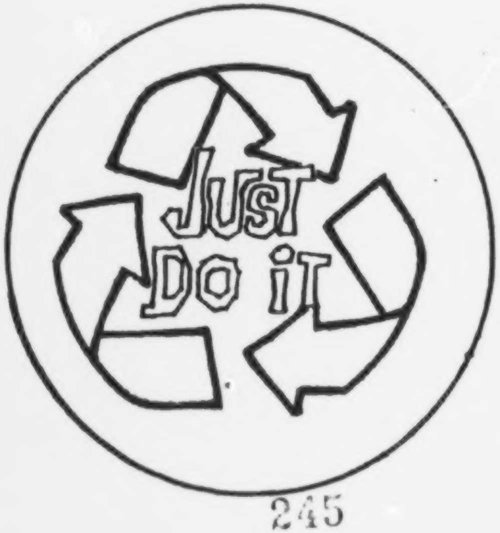

EVERY DAY IS EARTH DAY!


READ...
AVOID EXTINCTION

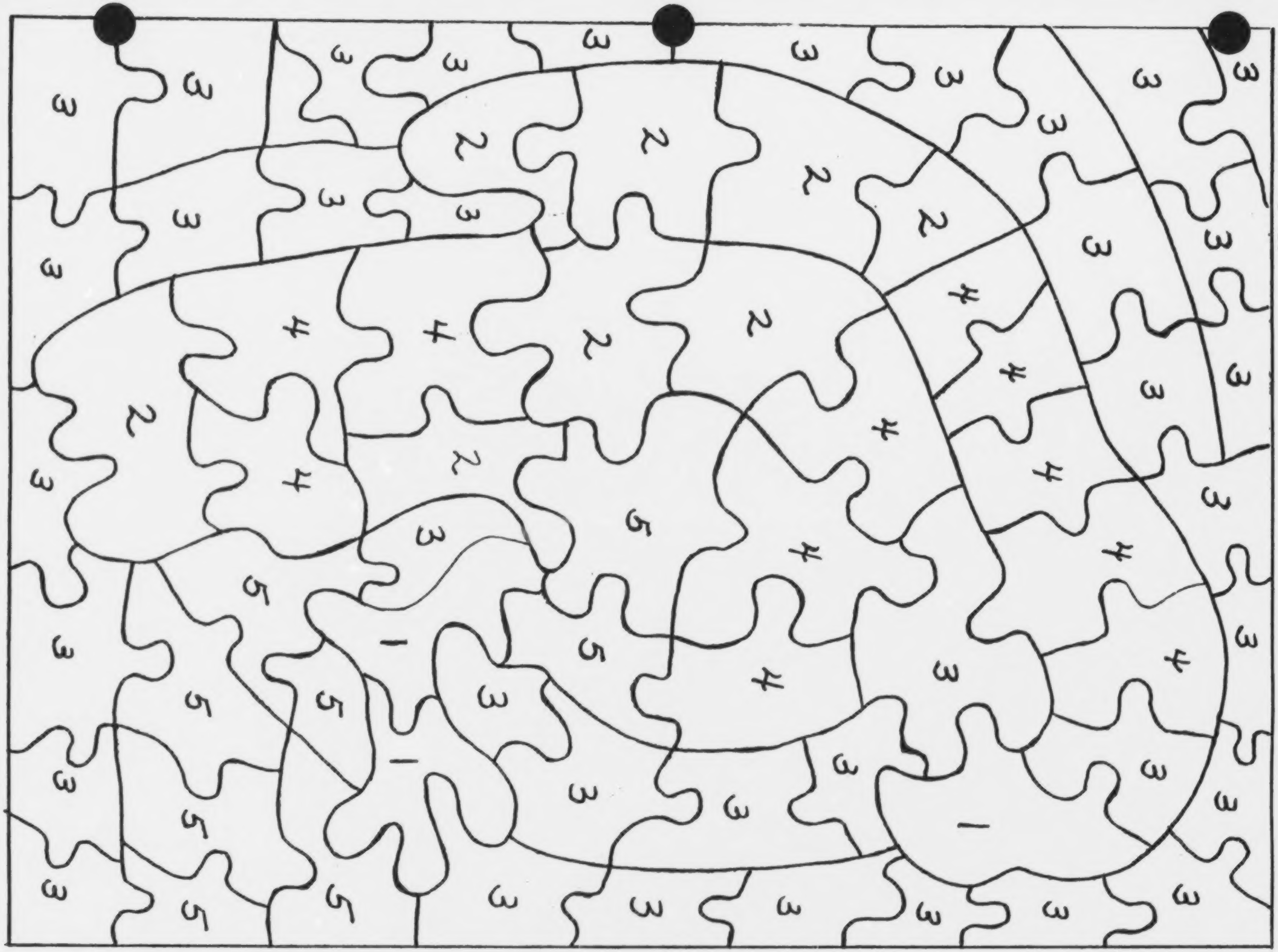
LET EVERYONE KNOW THAT YOU SUPPORT THE EARTH BY COLORING AND WEARING THESE BADGES!


EXTINCT IS FOREVER


GREEN IS BEAUTIFUL!

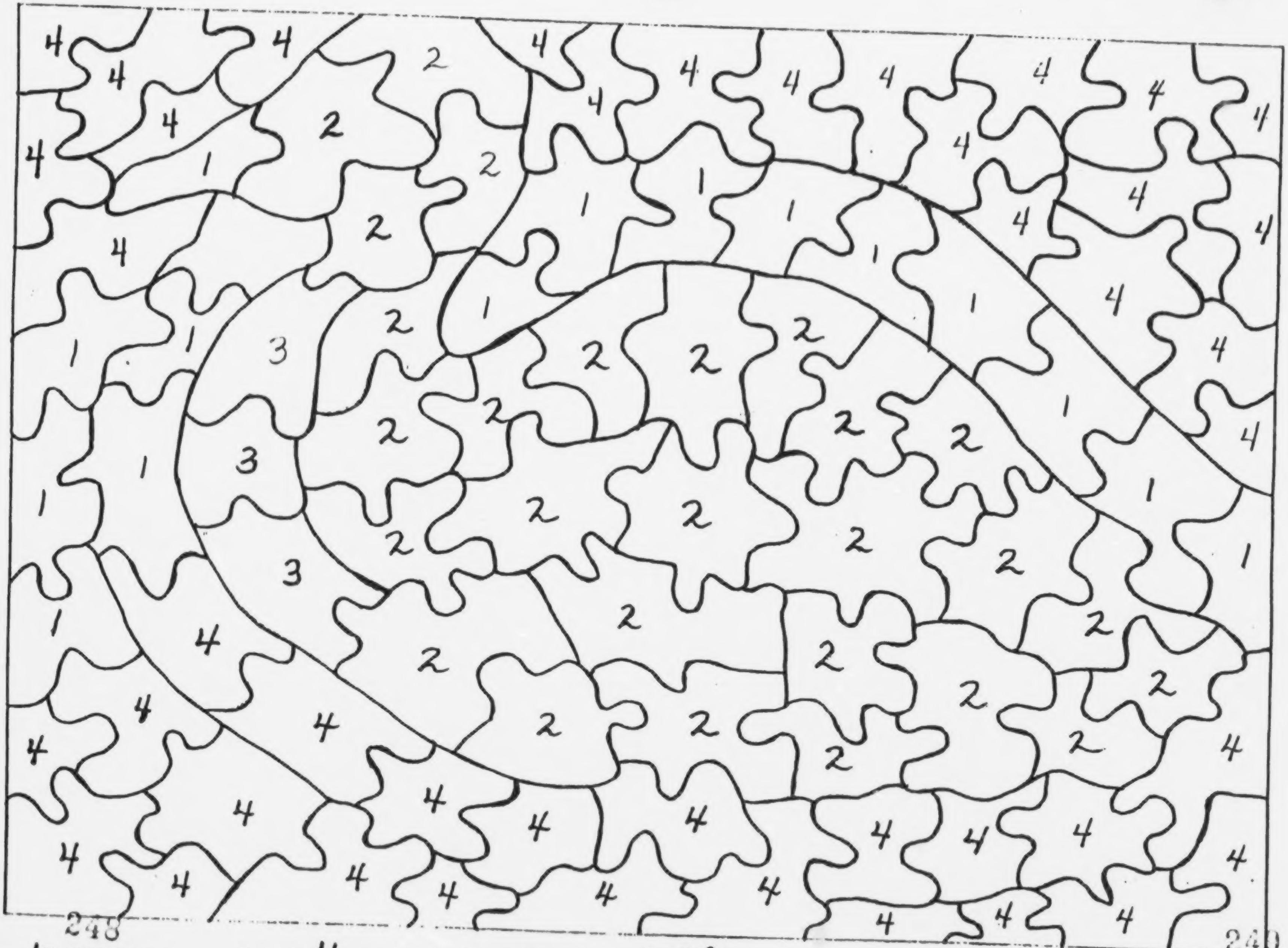


An endangered animal is hiding in this puzzle. Color each puzzle piece according to the key to find out who it is.



1=orange 2=red 3=blue 4=yellow 5=green

An endan red animal is hiding in this puzzle. Color each zle piece according to the key to find who it is

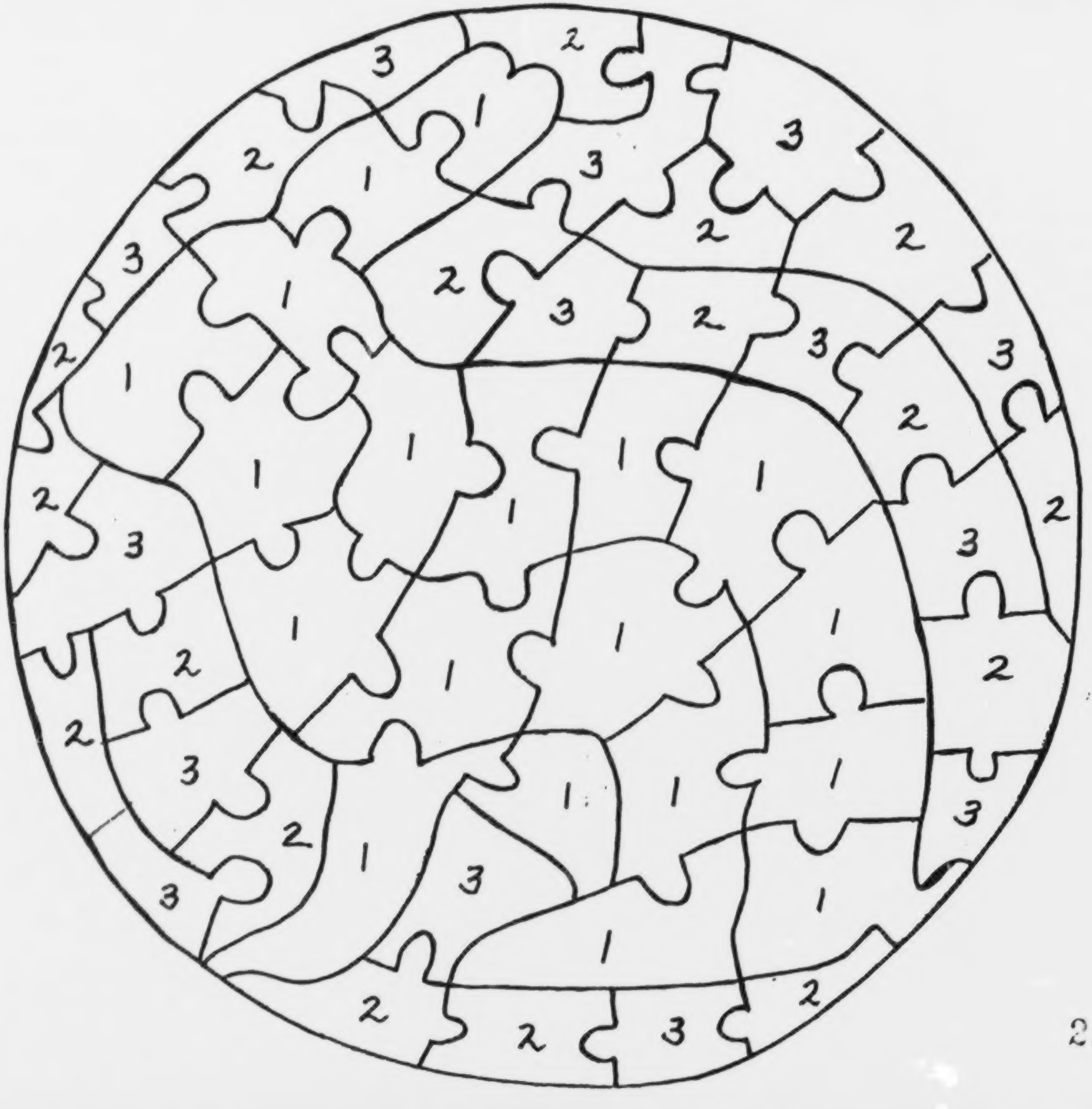


1=orange 2=yellow 3=green 4=blue

ENDANGERED ANIMAL FIND

1 = yellow
2 = blue
3 = green

An endangered animal is hiding in this puzzle. Color each puzzle piece according to the key to find out who it is.


3
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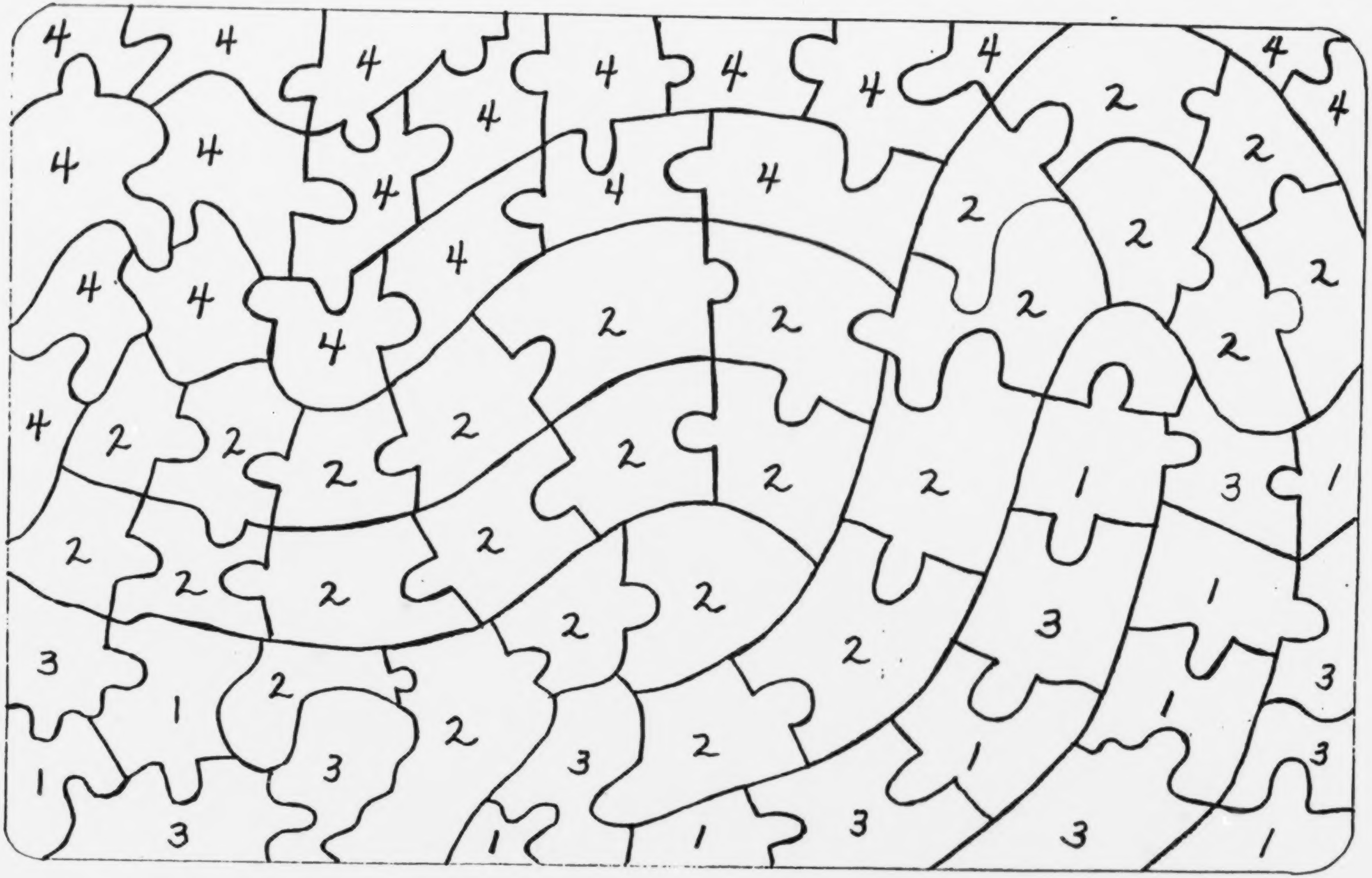
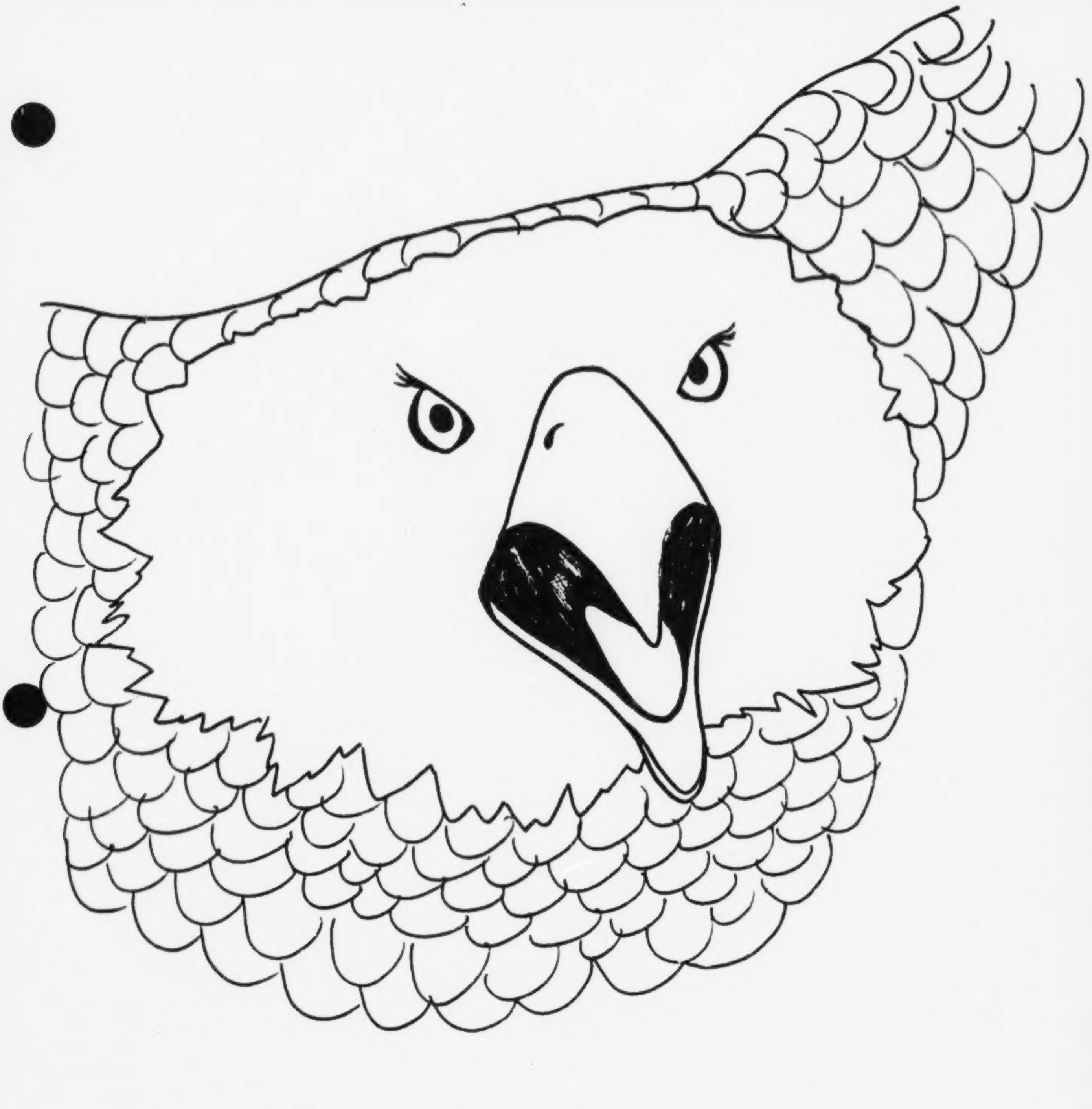
2
2
3
2

ENDANGERED ANIM FIND

An endangered animal is hiding in this puzzle. To find out who it is, color each puzzle piece according to the key.

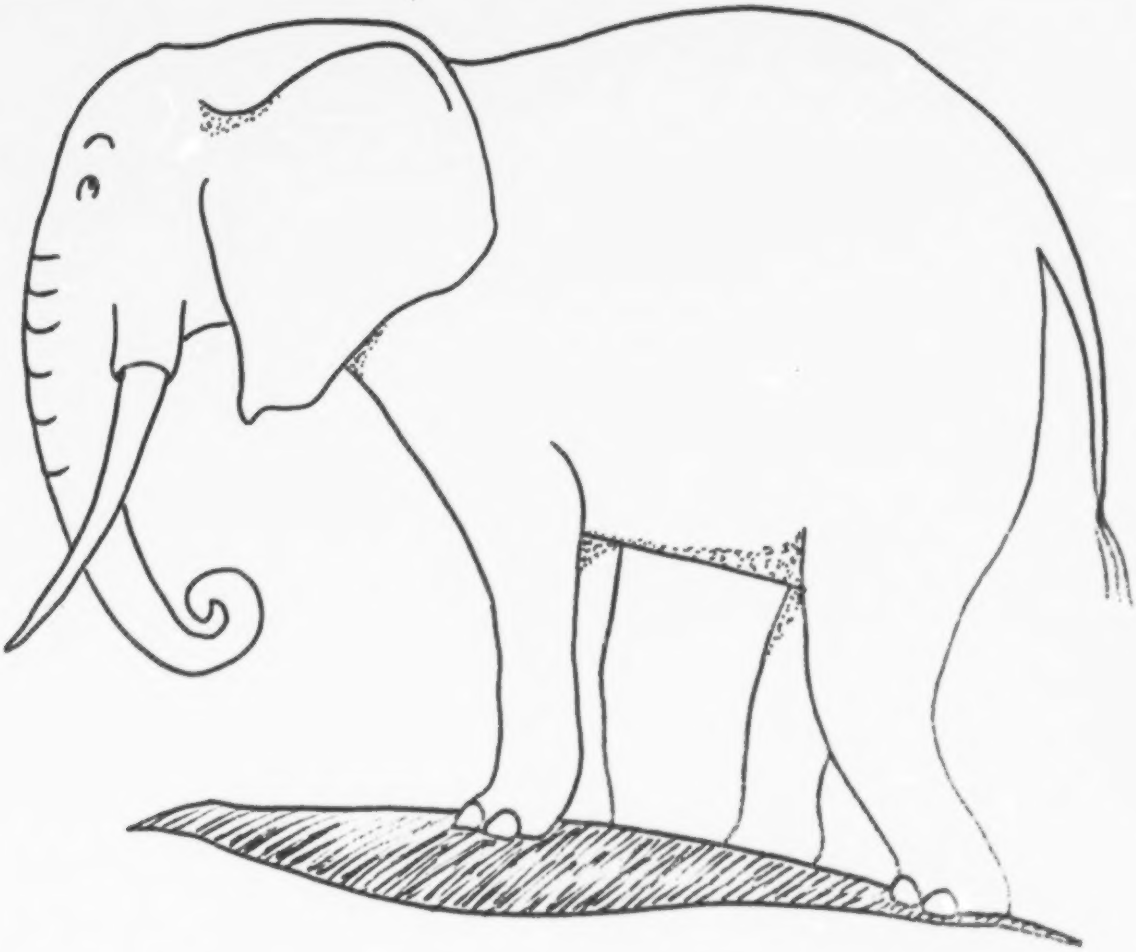


1=red 2=brown 3=yellow 4=blue



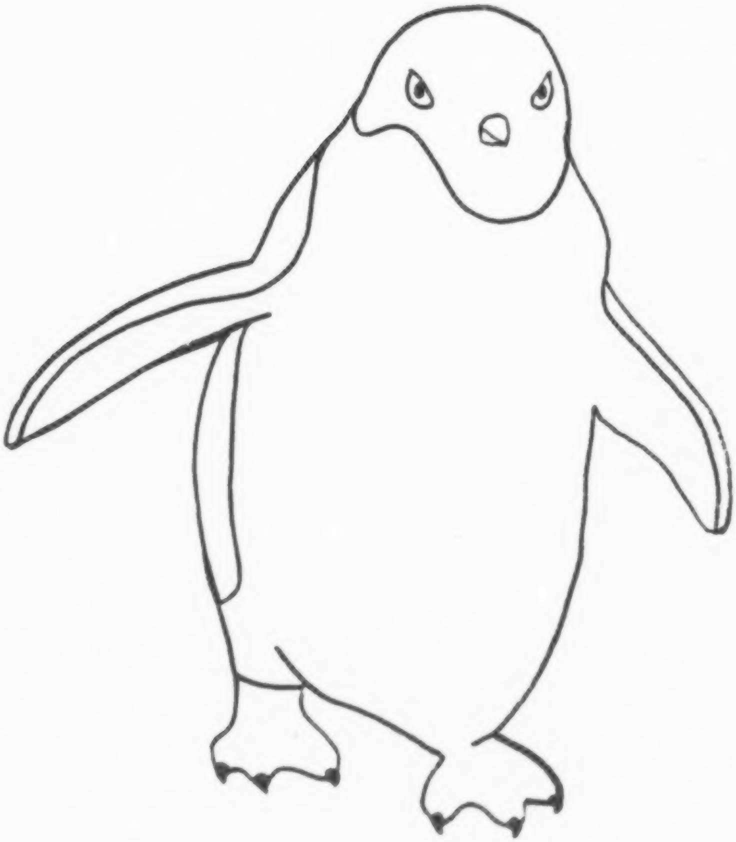
THE BALD EAGLE

The national symbol of the United States, the bald eagle, is an endangered species.



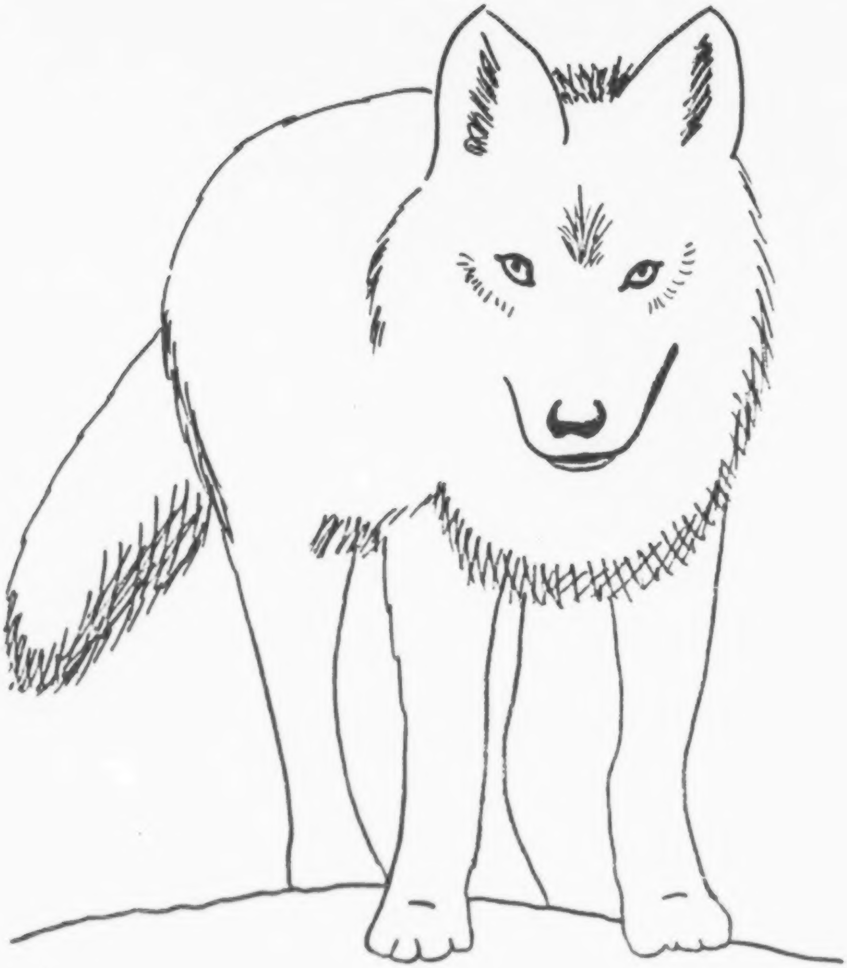
THE ELEPHANT

African and Asian elephants are endangered because of widespread poaching. People want their tusks for the ivory.



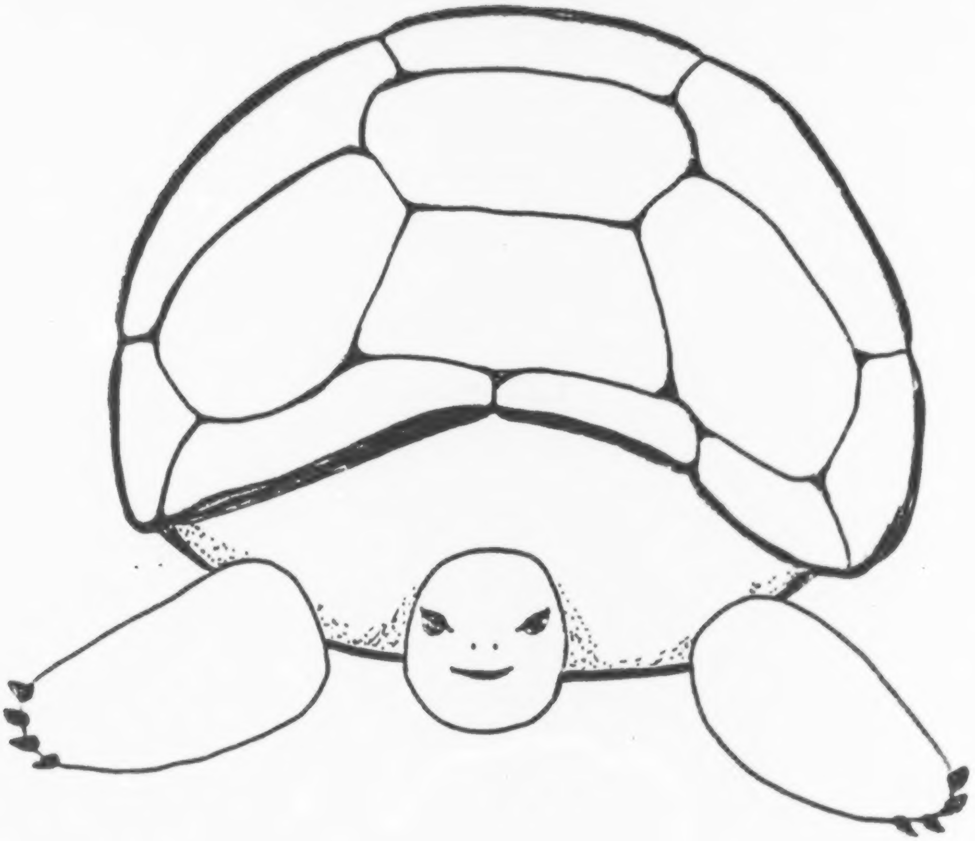
THE GALAPAGOS PENGUIN

The future of the Galapagos penguin is threatened because of abuse, especially from tourists. invading their environment.



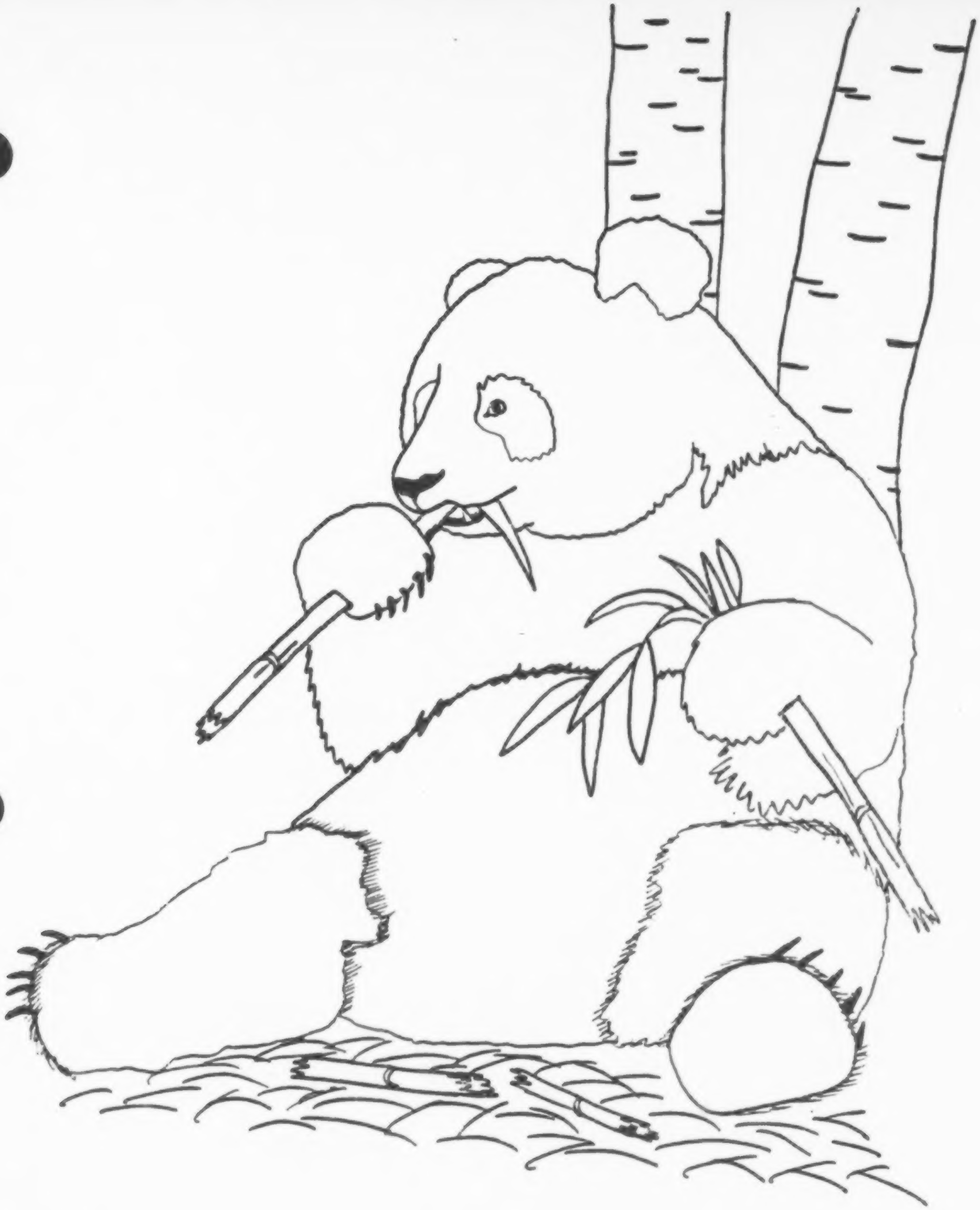
THE GREY WOLF

The government banned the hunting of wolves to keep them from becoming extinct.



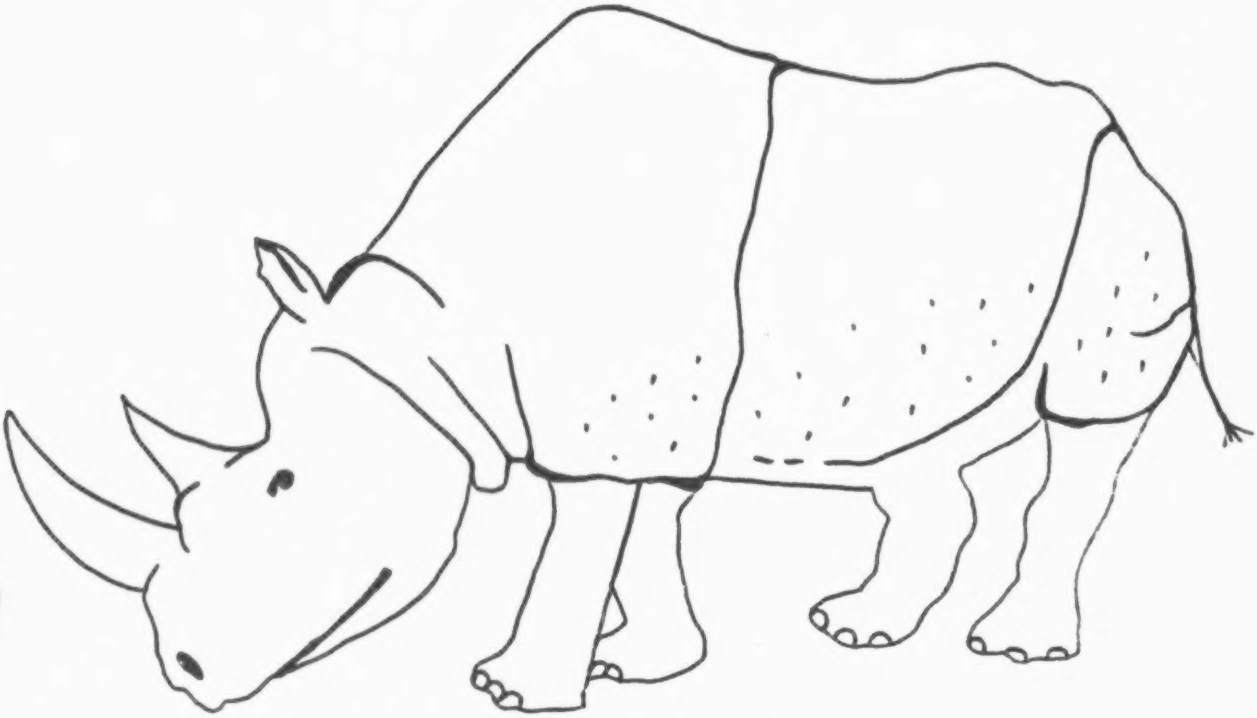
THE MOHAVE DESERT TORTOISE

Mohave desert tortoises were granted an emergency endangered listing because of an epidemic respiratory disease. Off-road-vehicles have invaded their habitat putting them in danger, too.



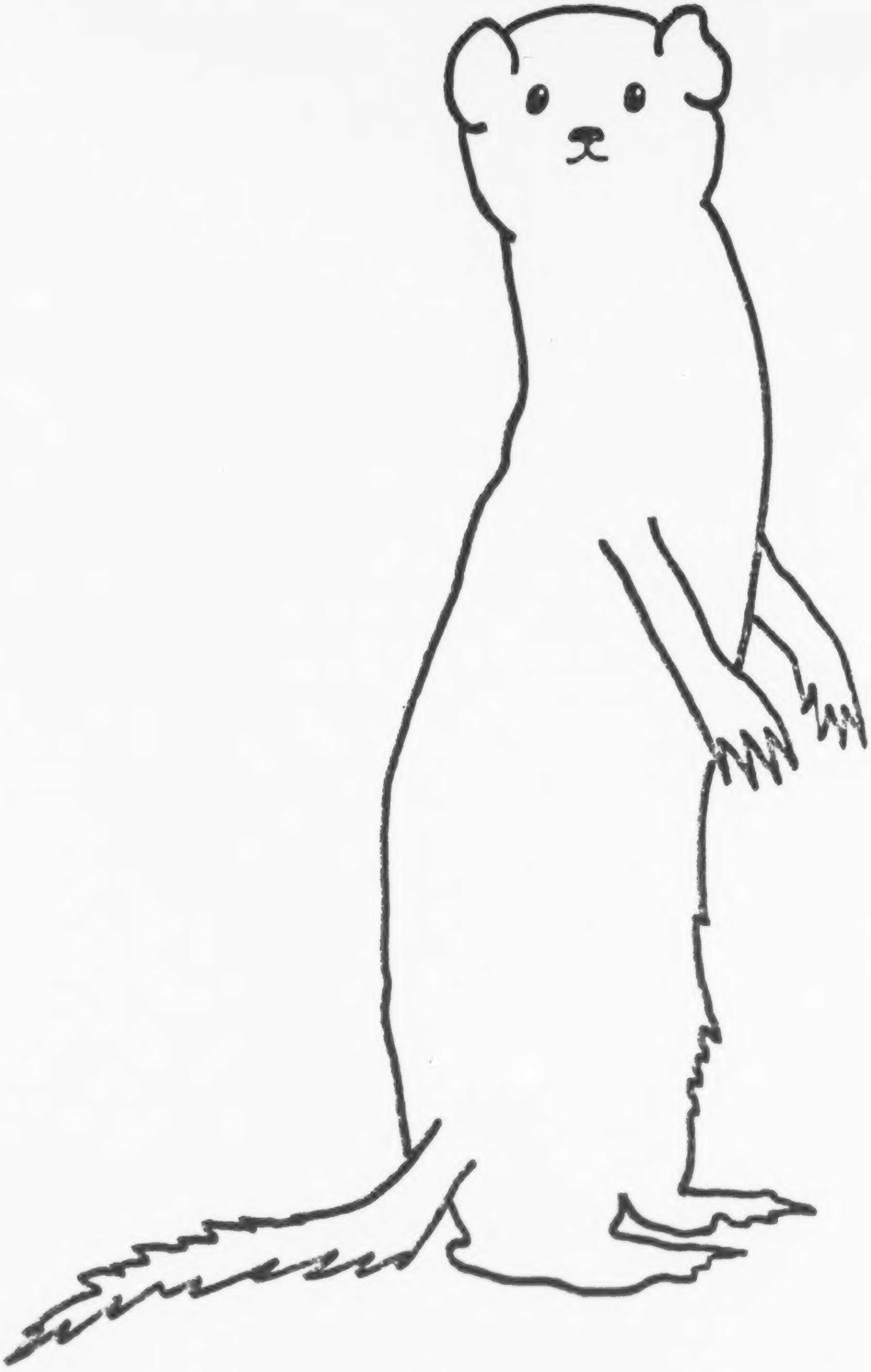
THE PANDA

Pandas must eat large quantities of bamboo every day and it is very hard for them to find. This is just one of the reasons pandas are an endangered species.



THE RHINOCEROUS

The rhinocerous is killed illegally simply for their horns. Some people believe the horn has magical powers and will spend a lot of money to have one.



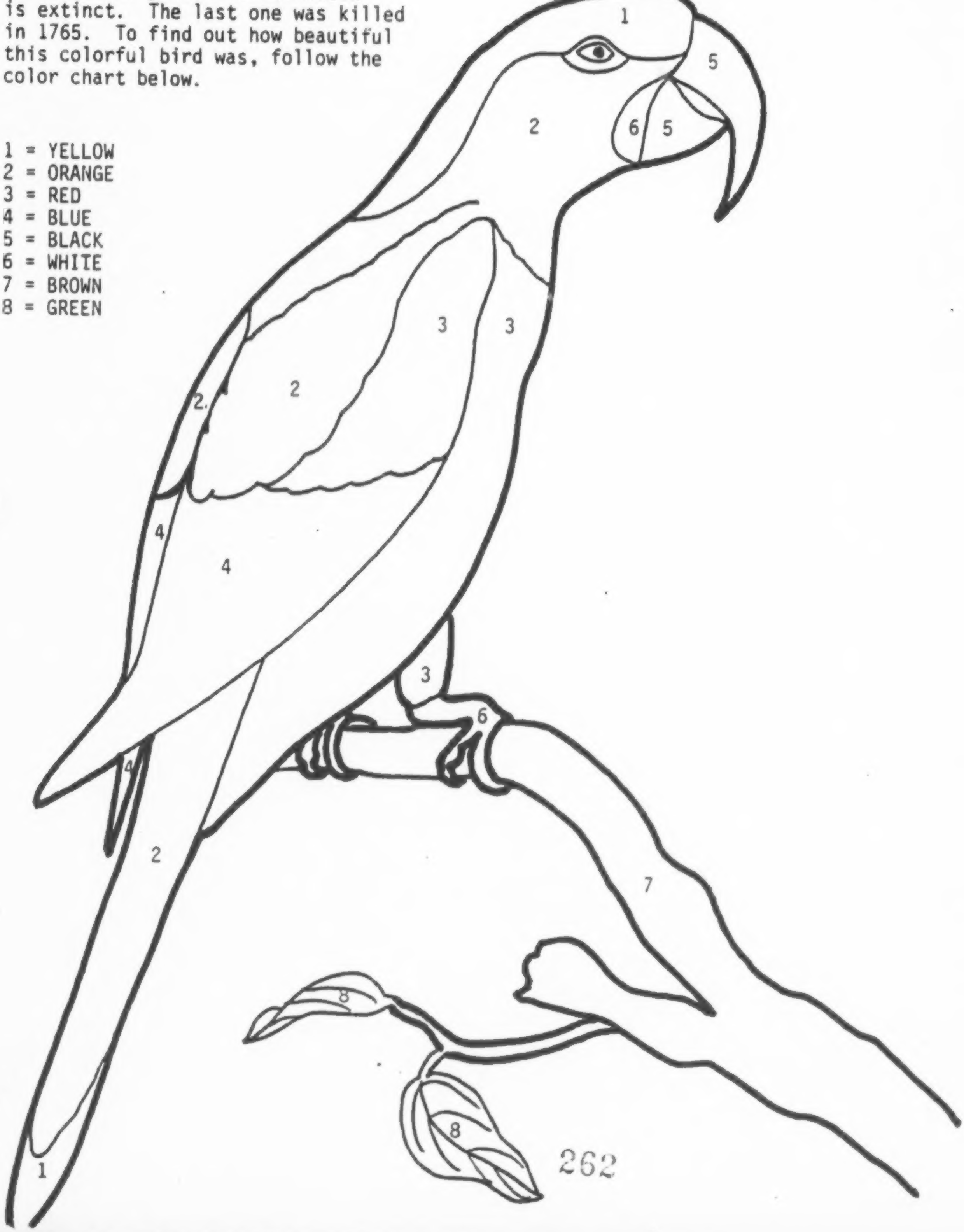
THE SEA OTTER

The Exxon Valdez oil spill covered and killed almost one thousand sea otters and a quarter of a million water birds. Pollution and disasters like the oil spill threaten their habitat.

JAMAICAN YELLOW-HEADED MACAW

The Jamaican yellow-headed macaw is extinct. The last one was killed in 1765. To find out how beautiful this colorful bird was, follow the color chart below.

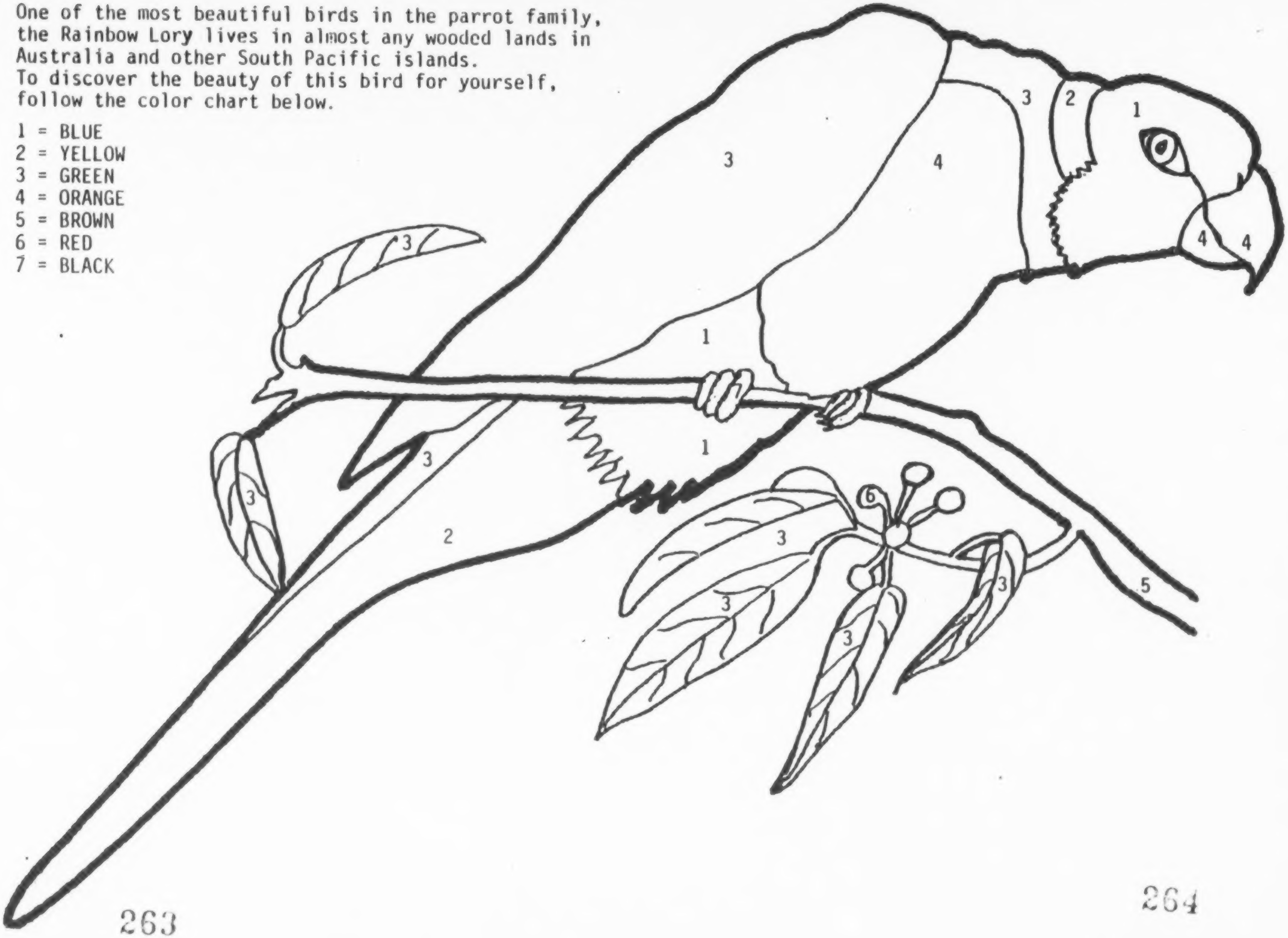
1 = YELLOW
2 = ORANGE
3 = RED
4 = BLUE
5 = BLACK
6 = WHITE
7 = BROWN
8 = GREEN

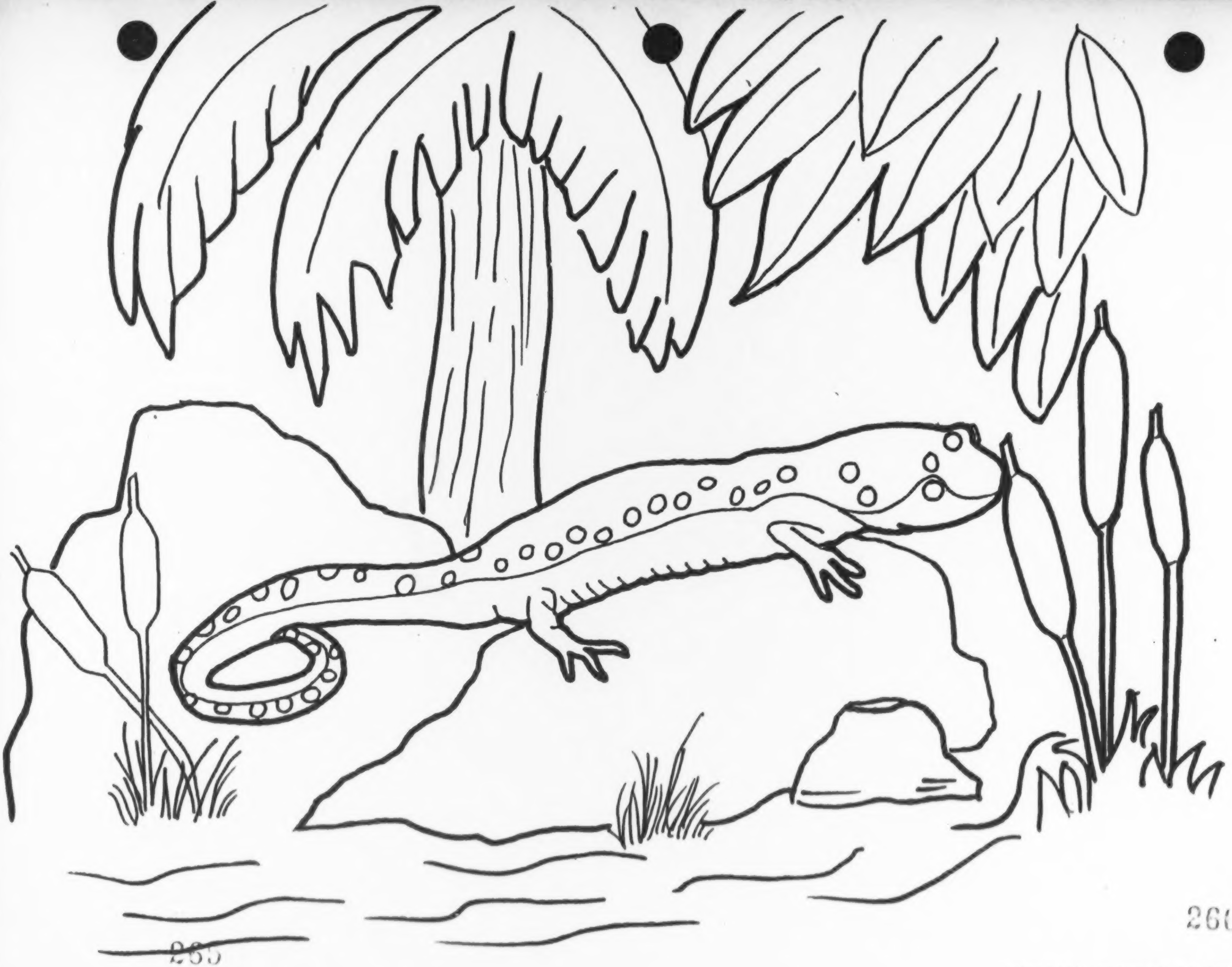


RAINBOW LO[illegible]

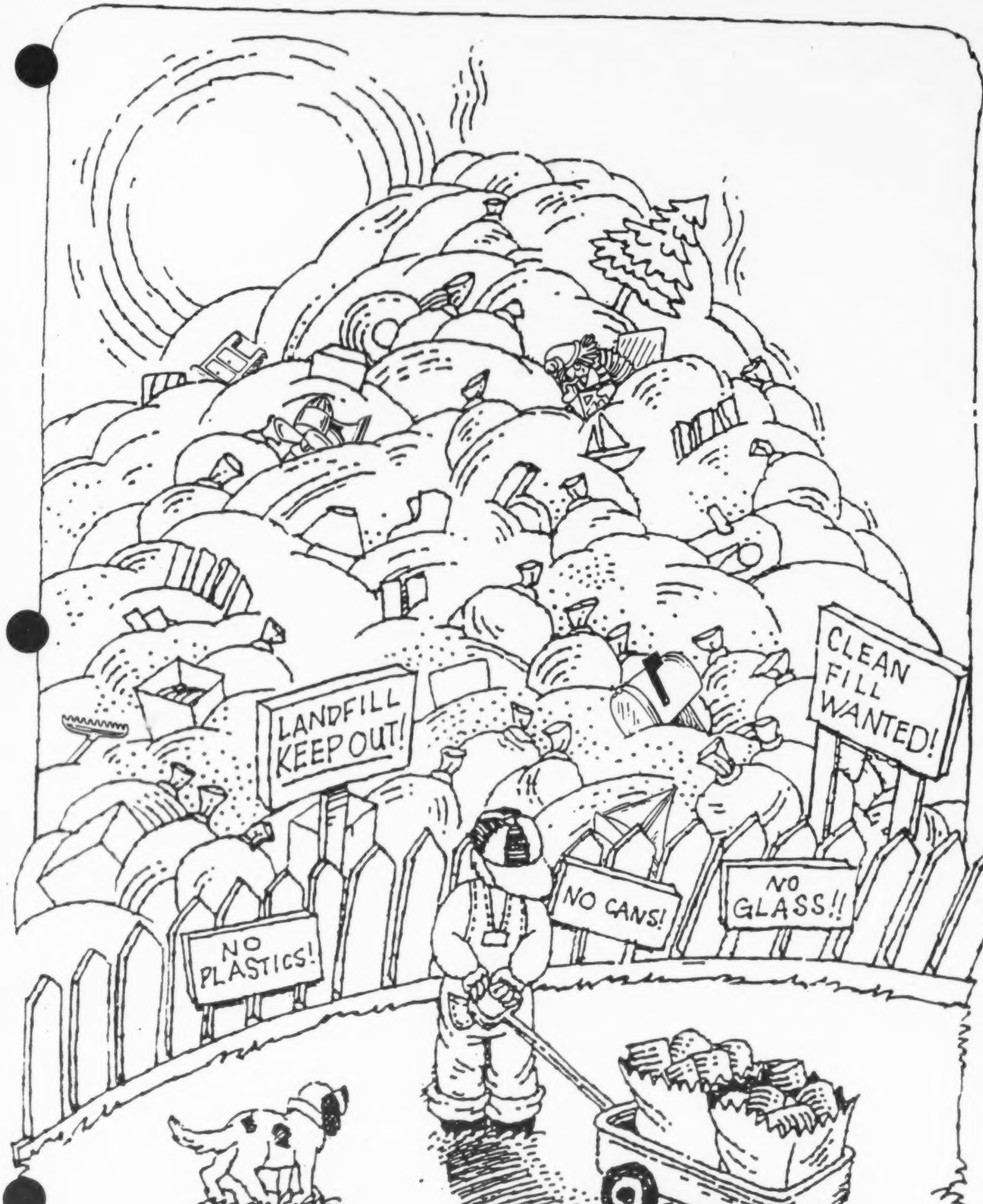
One of the most beautiful birds in the parrot family, the **Rainbow Lory** lives in almost any wooded lands in Australia and other South Pacific islands.
To discover the beauty of this bird for yourself, follow the color chart below.

1 = BLUE
2 = YELLOW
3 = GREEN
4 = ORANGE
5 = BROWN
6 = RED
7 = BLACK





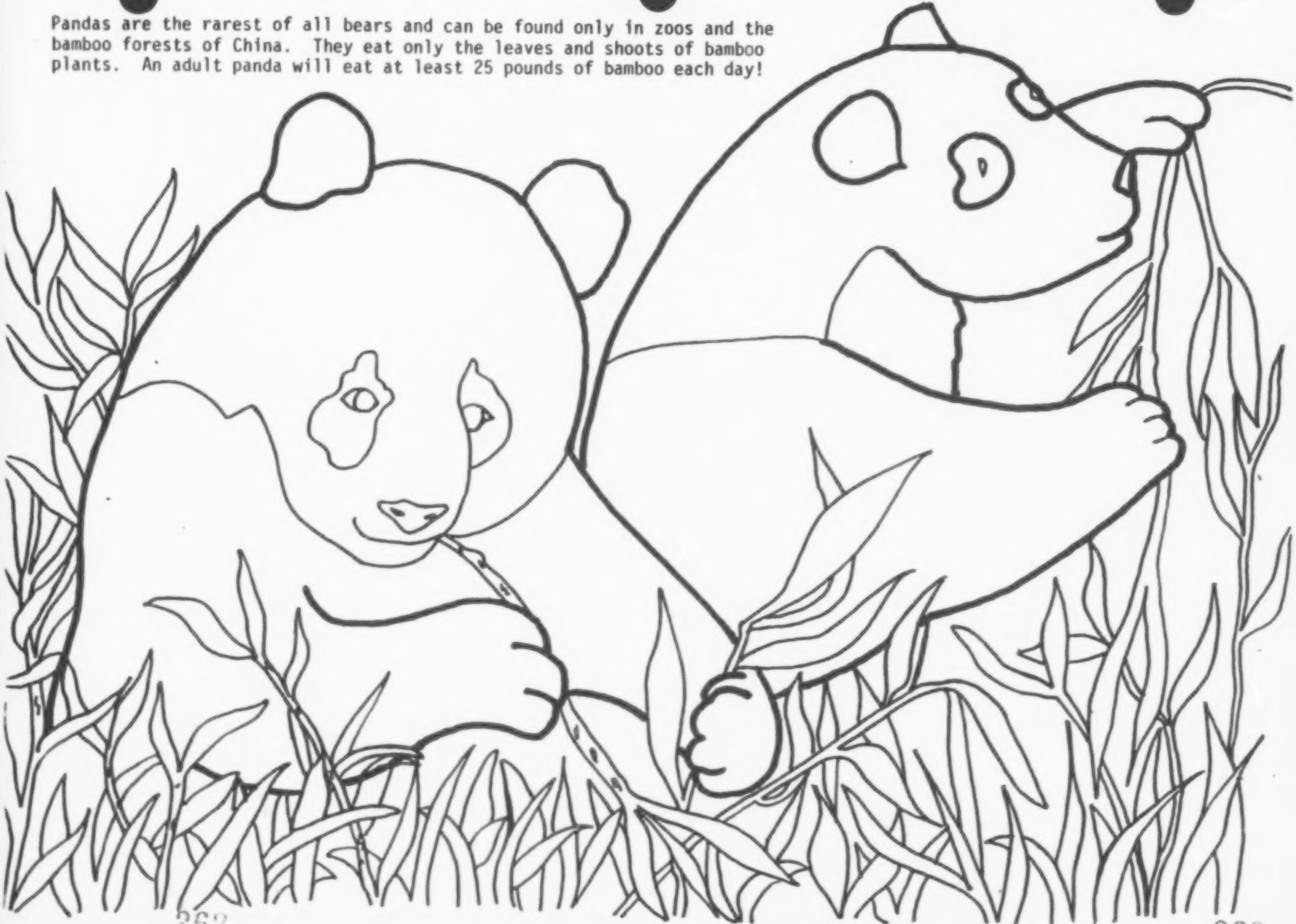
AMERICAN SPOTTED SALAMANDER


LANDFILL KEEP OUT!
CLEAN FILL WANTED!
NO PLASTICS!
NO CANS!
NO GLASS!!

Recycle It! Once Is Not Enough Published by Abdo & Daughters. Used with permission.

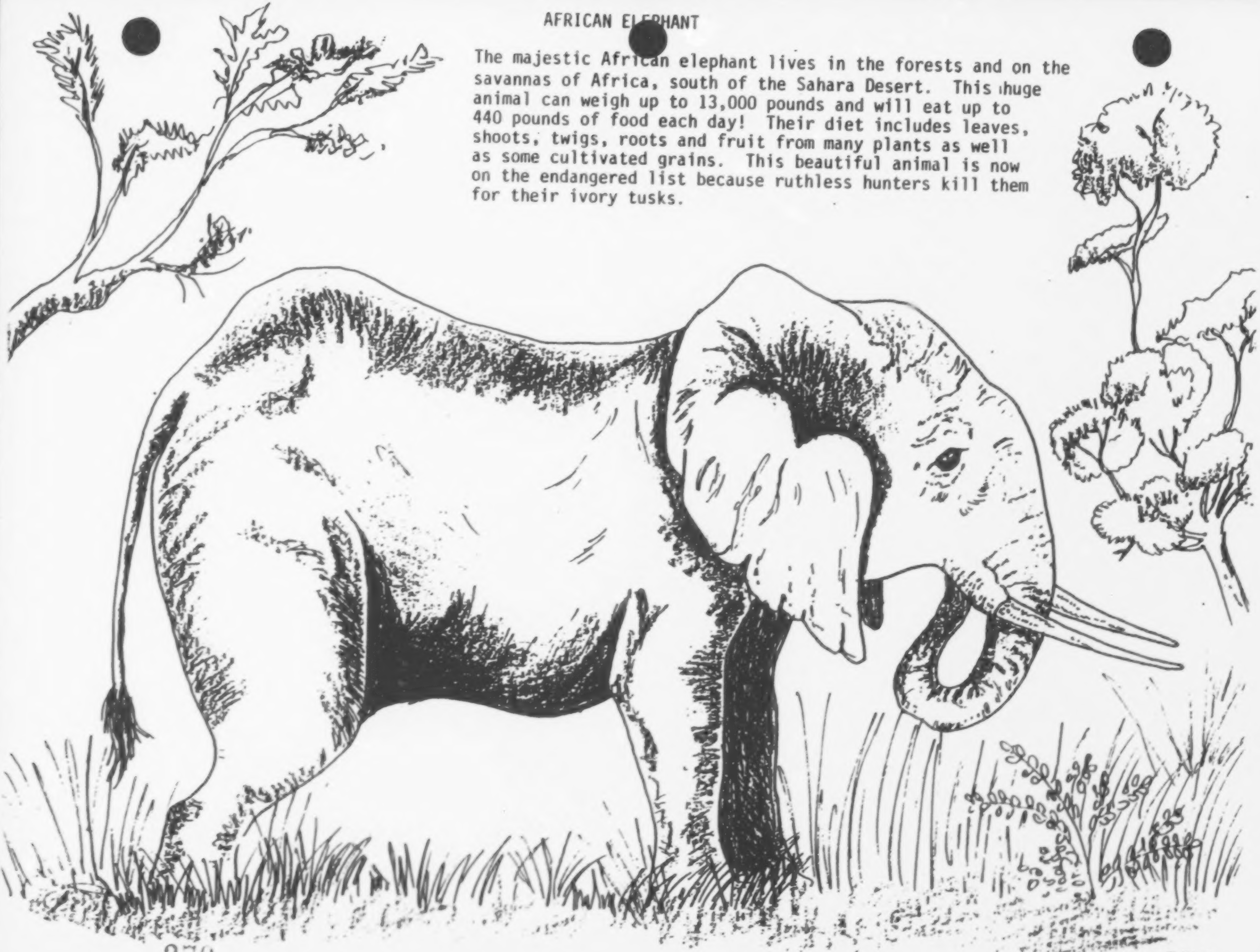
PANDA P[illegible]S

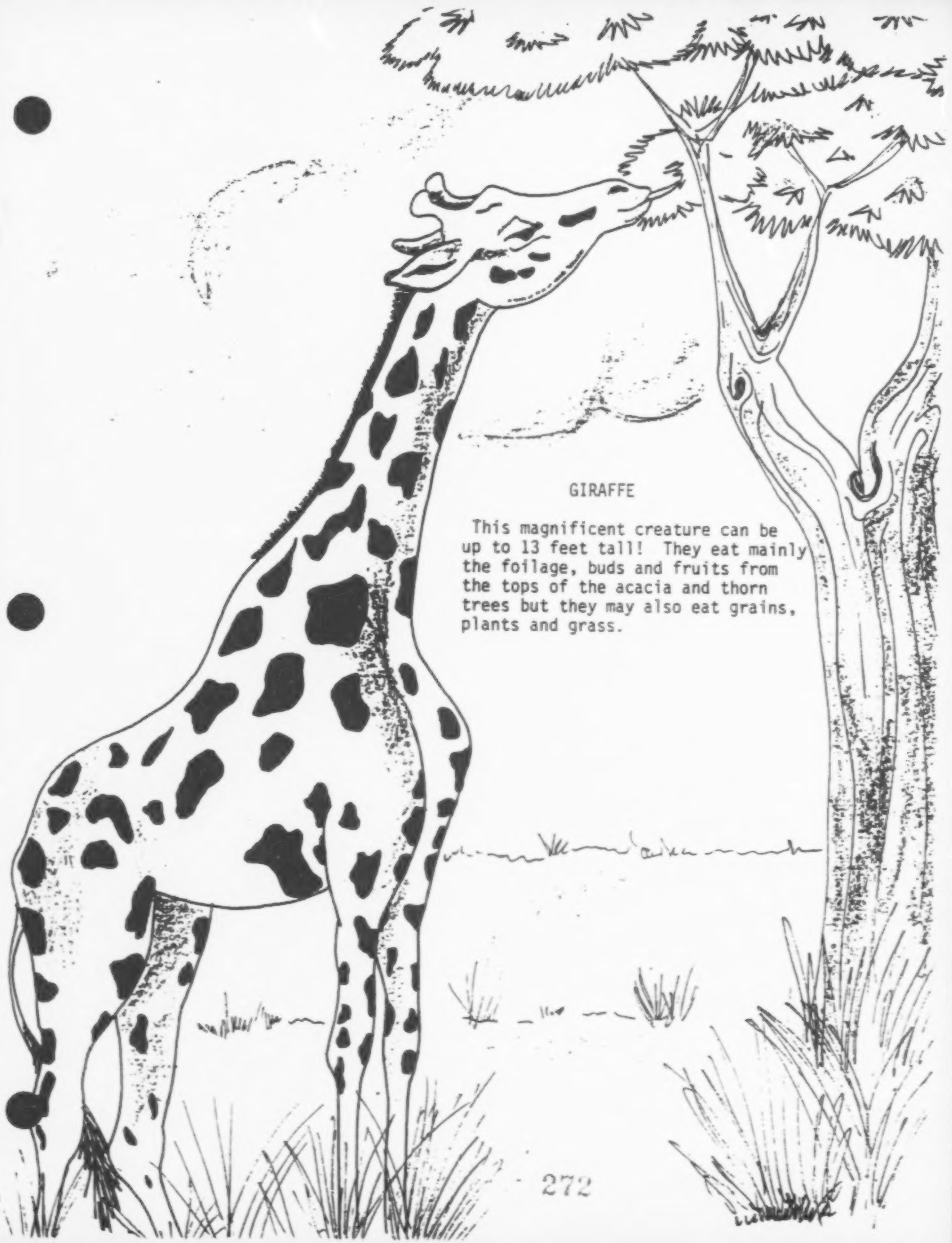
Pandas are the rarest of all bears and can be found only in zoos and the bamboo forests of China. They eat only the leaves and shoots of bamboo plants. An adult panda will eat at least 25 pounds of bamboo each day!



AFRICAN ELEPHANT

The majestic African elephant lives in the forests and on the savannas of Africa, south of the Sahara Desert. This huge animal can weigh up to 13,000 pounds and will eat up to 440 pounds of food each day! Their diet includes leaves, shoots, twigs, roots and fruit from many plants as well as some cultivated grains. This beautiful animal is now on the endangered list because ruthless hunters kill them for their ivory tusks.





GIRAFFE

This magnificent creature can be up to 13 feet tall! They eat mainly the foilage, buds and fruits from the tops of the acacia and thorn trees but they may also eat grains, plants and grass.

273

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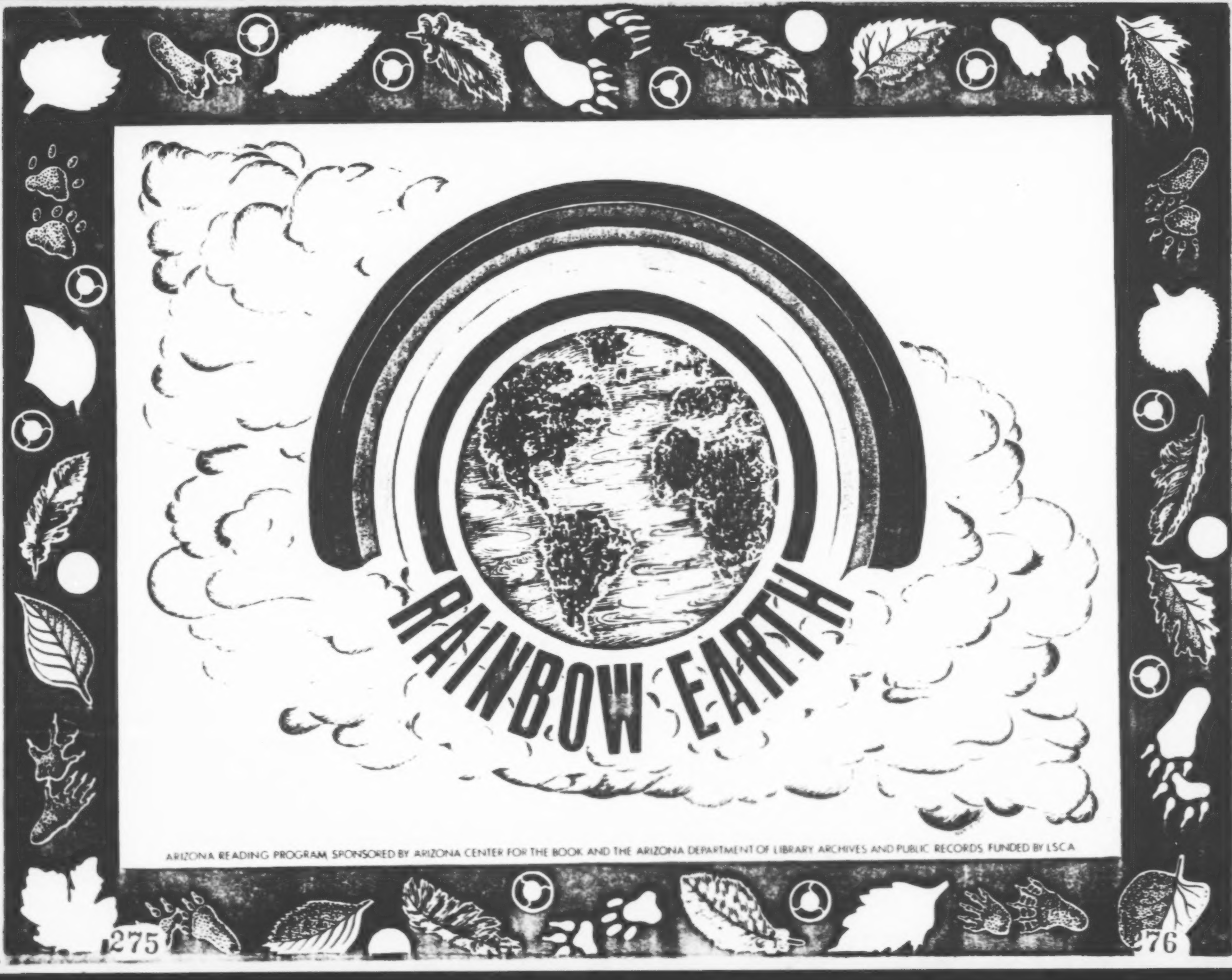

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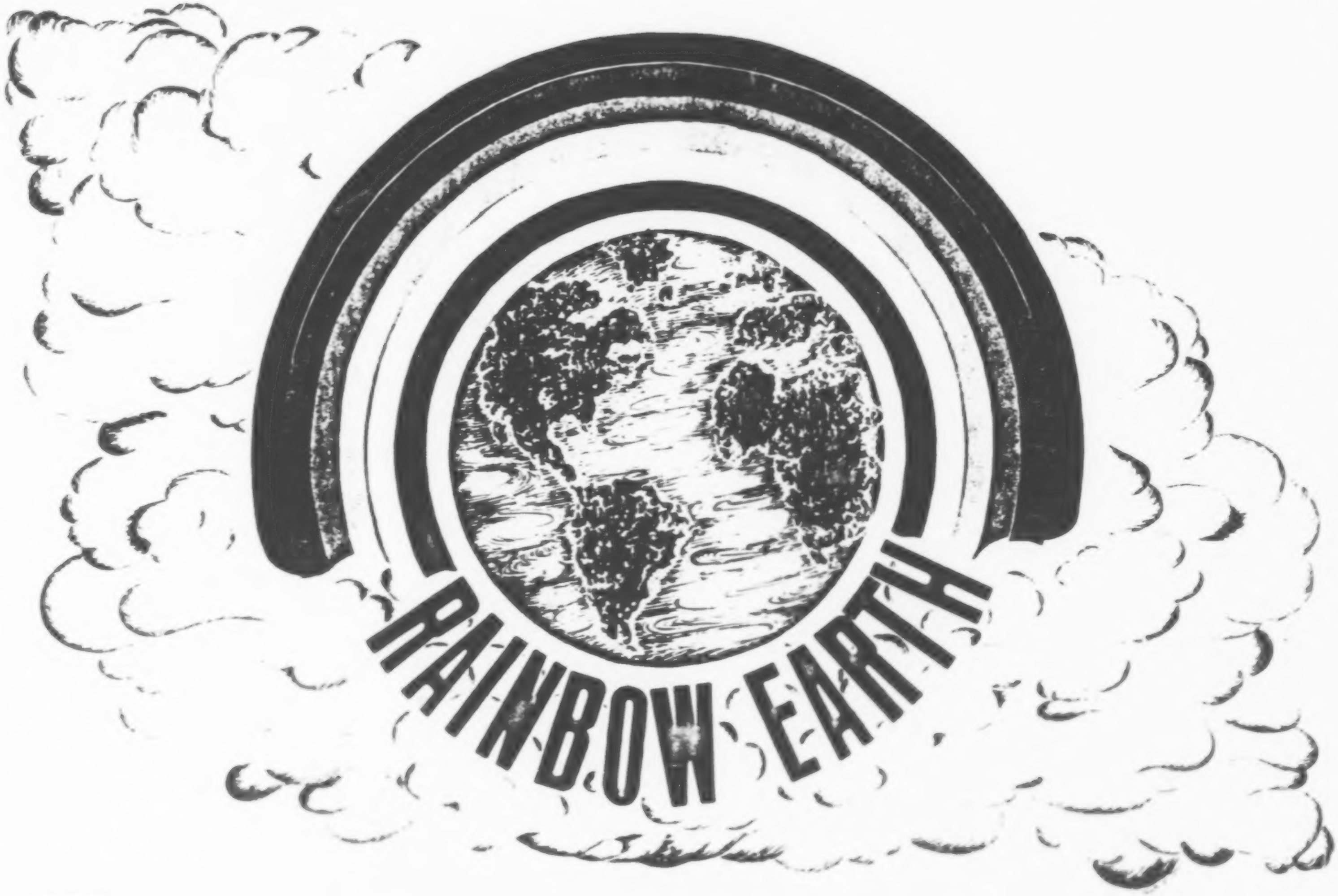

RAINBOW EARTH

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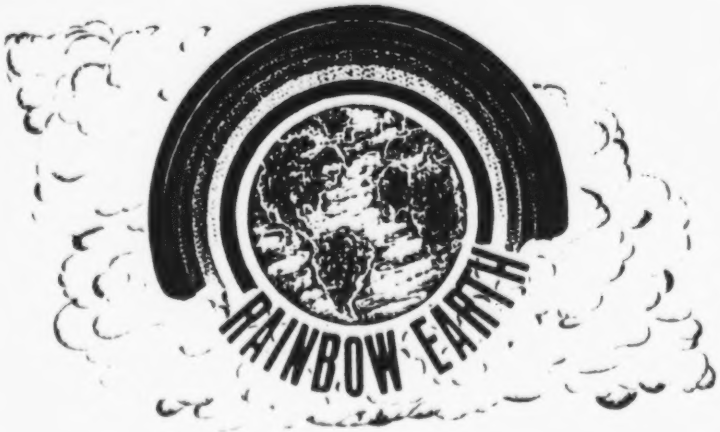
RAINBOW EARTH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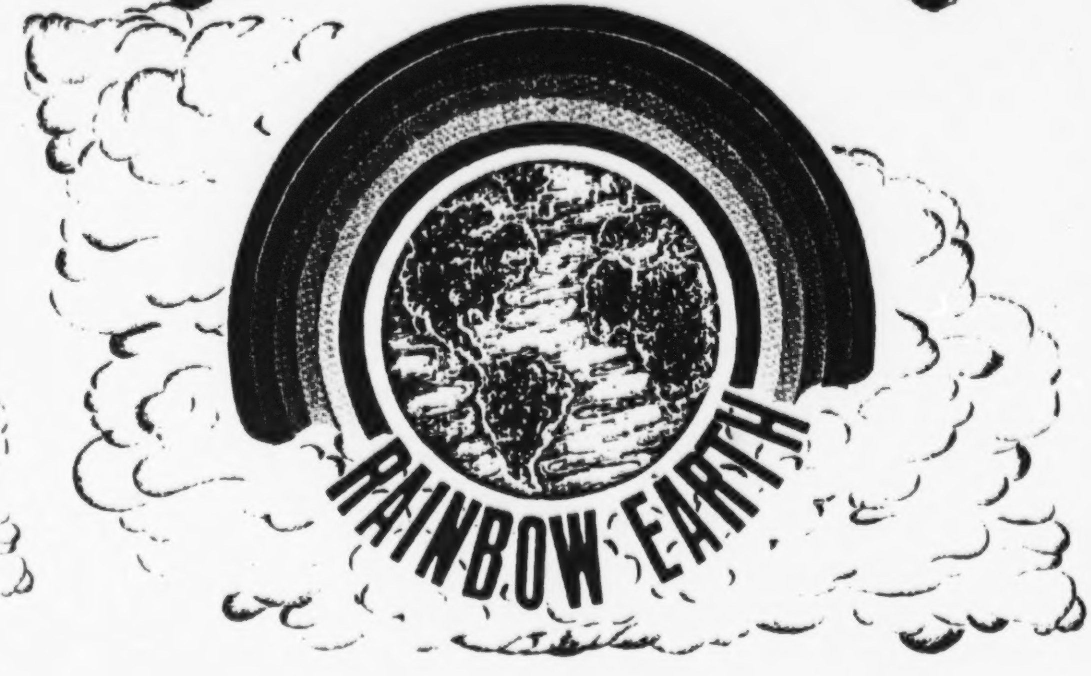
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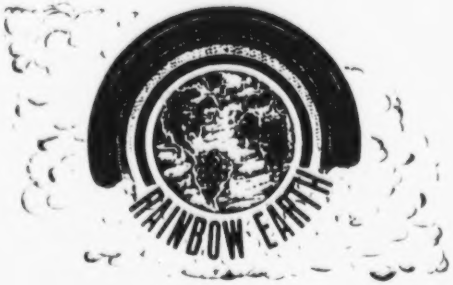
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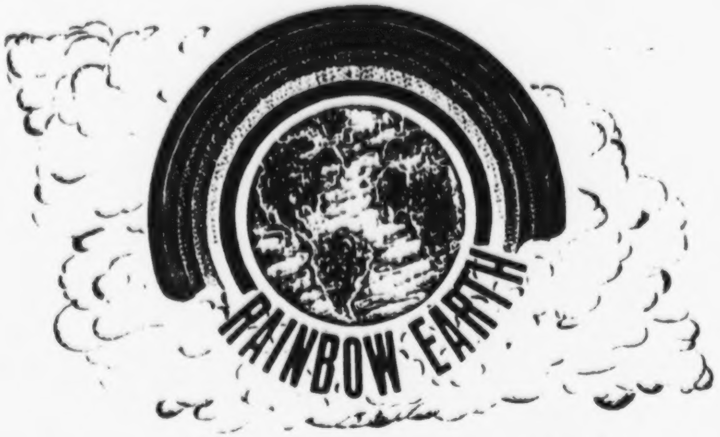
RAINBOW EARTH

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